



Rwanda Education Board-REB

ENGLISH

Teacher's guide

Hello, My name
is Jane.



Primary 1



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transforms
lives.

ENGLISH

Teacher's guide

Primary 1

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This publication is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Education Development Center (EDC) and do not necessarily reflect the views of USAID or the United States Government.

FOREWORD

This English Teacher's Guide has been designed for the teachers of English in Primary 1. It was written in 2013 by REB and funded by USAID through the EDC/L3 project. The guide is in line with the educational program for developing literacy and numeracy for quality education at the lower primary level.

The teacher's guide has been designed with intent of helping the teacher prepare their English language classroom lessons and teach more efficiently and effectively. Teaching steps and related methodological guidelines are provided for each lesson. The guide also contains audio lessons addressing the issues of sounds and pronunciation. These lessons can be delivered using a mobile phone and loudspeakers to help learners speak more confidently and correctly.

The present teacher's guide was designed based on modern educational principles for teaching young children how to read, write, listen and speak in English. It is hoped that learners, who will be taught using this book, will acquire basic language skills and knowledge, and hence will develop a lifelong culture of reading, writing, listening and speaking in English.

It is for these reasons that various specialists in English language education were invited to contribute and make this guide useful to both teachers and learners.

We therefore sincerely thank all of the people who have participated in the writing and editing of the guide. They have greatly contributed to the development of reading, writing, speaking and listening skills and knowledge in English among young children. We also take this opportunity to request people who use this teacher's guide to give their views for its improvement for the eventual benefit of its future users.

Dr. John RUTAYISIRE

Director General of Rwanda Education Board



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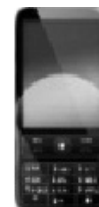
INTRODUCTION

Since 2012, the Curriculum and Pedagogical Materials Department (CPMD) of the Rwanda Education Board (REB) has collaborated with the L3 Initiative to develop interactive audio instruction (IAI) programmes, print materials and lesson plans for P1 and P2 English. The improvement of English skills, particularly in the early grades, will ensure that children are better equipped to make the transition to English as the language of instruction starting in P4. There are two goals for English language instruction:

1. Improve children's oral listening and speaking skills.
2. Improve children's reading and writing skills.

IAI is an innovative and powerful tool to support teachers in providing effective and engaging classroom instruction in listening, speaking and reading. The IAI programmes are delivered via cell phones, with speakers, in every classroom. There are three IAI programmes per week in P1 Term 1, and then four IAI programmes per week starting with P1 Term 2.

IAI programmes are instructional tools for modelling oral language. They offer a vehicle for delivering word games, rhymes, songs, storytelling and questions. The IAI programmes provide models of correct pronunciation and language use. The programmes also show teachers how to implement activities to develop children's listening, speaking and reading skills. IAI activities facilitate the student's ability to recognize sounds in words – an important skill that is highly related to reading success. The IAI “teacher” in the program gives classroom teachers a model of how to effectively instruct children in specific reading skills. The IAI teacher draws attention to the importance of such skills in helping children read and understand text.



In addition to the IAI programmes, the children receive an English daily reader starting at the beginning of P1 Term 3. Stories in the readers are written in simplified English. They are used with the IAI programmes to develop children's reading skills. The IAI programmes and the daily readers are used in conjunction with the English textbooks distributed by the REB.

This teacher's guide was developed to help teachers integrate the three resources – textbooks, IAI programmes and daily readers – so that they can provide children with a rich and well-structured reading environment.

Weekly schemes of work

The teacher's guide contains weekly schemes of work for each of the three terms. The schemes are closely aligned with the curriculum for each grade level. They identify the specific learning outcomes that teachers should focus on each day. They also identify the pages in each of the four authorized P1 textbooks that address those learning outcomes.

Each weekly scheme follows the same pattern. In P1 Term 1, Lessons 1, 3 and 6 of the week are audio-based. Lessons 2, 4, 5 and 7 do not have audio support. Lesson 8 allows teachers to review, reinforce and provide extra support for children. Teacher may also use Lesson 8 to introduce additional writing activities.

Overview of weekly lesson plans for P1 Term 1

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Audio support	Teacher-led	Audio support	Teacher-led	Teacher-led	Audio support	Teacher-led	Review

Starting in P1 Term 2, an additional audio lesson is added. Lessons 1, 3, 5 and 6 of the week are audio-based whereas Lessons 2, 4 and 7 do not have audio support.

Overview of weekly lesson plans starting with P1 Term 2

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Audio support	Teacher-led	Audio support	Teacher-led	Audio support	Audio support	Teacher-led	Review

Daily lesson plans

This teacher's guide also contains daily lesson plans, aligned with the weekly schemes of work. There are two types of lesson plans. First, the audio lesson plans provide instructions for the teachers to follow in guiding the broadcast of the IAI programmes. These plans also give suggested follow-up activities for teachers to implement with their classes after the 30-minute audio programme has been completed.

Second, the non-audio lesson plans provide all of the activities necessary for the teachers to facilitate learning of the curriculum objectives. In most cases, the plans require teachers to model some of the activities presented in the audio lessons using new content. Each of the non-audio plans gives the learning outcome for the lesson, the key vocabulary terms that will be introduced, and the resources required for the lesson. They follow the same general format:

- Warm up: Language activities are organized that will interest and motivate the children for the day's lesson.
- Review: Details are provided on connecting the current lesson with previous lessons.
- Presentation of new learning: The language form or content is introduced and presented; comprehension is checked before a form of guided practice is introduced.
- Application: A communicative activity takes place so that the students can practice what they have learned; this stage also provides an opportunity for children to integrate the new knowledge presented in the lesson with previous knowledge.
- Evaluation: Teachers and children evaluate how well the material has been learned in order to determine whether re-teaching needs to take place or whether the class may proceed to the next lesson.

In addition, the non-audio lesson plans outline homework activities for children to do with a parent, sibling or other family member.

New features of the programme

This English programme integrates a number of practices that may be new to most early primary English teachers. They include:

- **Using print letters only in P1 and P2, and then cursive letters starting in P3**

Most children arrive in P1 having had little or no exposure to written words. Understanding that letters can represent spoken words is a difficult concept for many children. Having to learn four different representations of a letter (i.e., lowercase, uppercase, print, and cursive) in order to learn to read and write constitutes a challenge for these children.

For that reason, the P1 and P2 English programme has children learn to print letters in P1 and P2, and then introduces handwriting (cursive letters) starting in P3. The interactive audio programmes ask teachers to print letters or words on the board. Pages xvi and xvii of this guide contain a useful reference showing how lowercase and uppercase letters are formed.

- **Learning the names of the letters of the alphabet**

Children need to be able to talk about the letters and words they are seeing in the textbooks. For that reason, from P1 Term 1 children sing songs and play games to quickly learn to name the different letters of the alphabet in English. By the end of that first term, children should be able to name the English letters in words, even if they cannot yet read those words.

Children also need to learn the sounds that these different letters make when they are present in a word. Learning the sounds of letters begins towards the end of P1 Term 2.

- **Using large print size and exaggerating the spacing between words**

Young children's eyes are not sufficiently developed to be able to distinguish between all of the letters written in small size. For that reason, the simplified English texts for P1 and P2 are written in a larger size than normal letters. In addition, the spaces between words are exaggerated so that children can clearly see where a word starts and ends. In P2, the letter size is reduced, but still larger than what is normally found in P2 textbooks.

- **Playing five minutes of games or activities at the beginning of each IAI programme**



Automaticity refers to the ability to quickly identify letter names and letter sounds. Children who struggle to identify letter names will have great difficulty reading English words and sentences. For that reason, every audio lesson begins with five minutes of games, such as with flashcards, to review the letter names and sounds studied previously. The goal is to increase the speed with which children can identify letter names and sounds.

- **Implementing activities in each reading lesson to develop fluency**



Fluency refers to being able to read a text quickly and accurately, and using the appropriate expression and intonation. This comes after automaticity, which is a necessary first step to start being able to read fluently.

Children develop their fluency when they have the opportunity to re-read texts that they have already read. Fluency activities can take many forms:

- Choral reading with the teacher: the children read out loud, with the teacher.
- Choral reading without the teacher: the children read out loud, as a group, and the teacher listens; the teacher can circulate around the room during the activity.
- Echo reading: the teacher reads a few words or a sentence while children follow along in their own text with their eyes and their finger; the children read what the teacher has read after the teacher stops.
- Pair reading: the children take turns reading a sentence from their story to each other; One child puts his finger under each word as the two children read the words together.
- Silent reading: the children read alone – whispering – and putting their fingers and their eyes on each word as they read it.

At various points during each week, teachers will be asked to model to the children. This is important as it allows children to hear what fluent reading sounds like.

- **Using interactive writing activities**

During interactive writing, children stretch out words so that they can hear the different sounds in the English words. Children name the letters that make the sounds in the words and the teacher writes them on the board. Interactive writing reinforces children's understanding of the relationship between sounds and letters, which then strengthens reading and writing skills.

- **Introducing authentic writing activities**



P1 children need to be exposed to writing activities that go beyond copying words or sentences. Children need opportunities to engage in authentic writing, i.e., in which they attempt to write a word or sentence of their own choosing. This can begin by simply having children complete a sentence that has already been started, for example:

My favourite colour is _____.

Regular practice will support children as they develop their writing skills to the point where they can form complete sentences on their own. Interactive writing can help children figure out how to write the words they need for their sentences. Children can use the strategy of stretching out words to hear individual sounds, as in interactive writing.



- **Introducing word walls**

Children who are surrounded by print in the classroom learn to read faster and better. The simplest way of introducing English print in your classroom is to star a word wall. A word wall can be as simple as a permanent section of a blackboard reserved for recording the words that children encounter and find interesting. You can arrange the words alphabetically to make them easier to locate. Children should be encouraged to read the word wall on a regular basis, and to refer to the words on it when they are trying to write sentences.

Word Wall

- **Introducing simplified English stories**

Children who read regularly in English learn to read better and faster than children who do not. For that reason, the English language programme contains simple stories that are tied to the sounds being studied that week. Each story contains the letter-sound combinations targeted that week. The stories are carefully constructed, with each story being slightly more difficult than the previous week's story. The children should be able to read these stories.

Additional materials

No additional materials are required to implement the programme. However, teachers are encouraged to make their own locally developed materials: alphabet charts, vocabulary charts, flash cards, etc. The use of such materials can only enhance children's learning and make learning English much more child-centred and effective.

First week back to school activities

The first week of term is an important week for the teacher and the children. The focus of the first week of school is upon getting to know the teachers, the routines and the layout of the school. Teachers should use this time to establish positive classroom rules and expectations based on what is needed in the classroom environment. Teaching the skills of cooperation, collaboration and establishing a productive learning environment will enrich and enhance the learning that comes later.

Learning children's names is the first step in creating a comfortable classroom that will encourage children's participation. It also shows children that their teacher is interested in them as individuals and helps teacher report on individual children's progress.

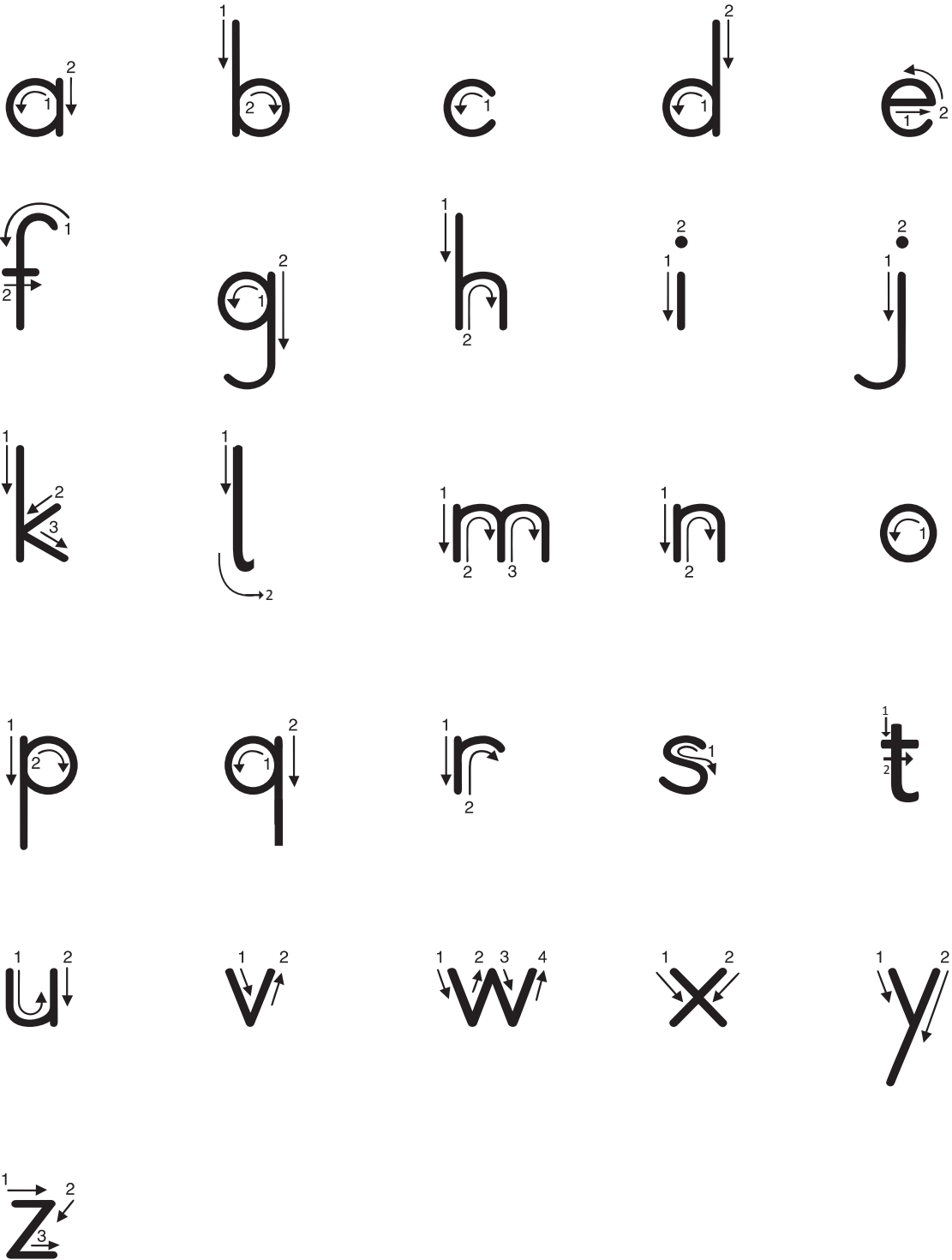
Forming class rules is one part of the process of conveying clear expectations to children, which is critical for creating a positive and productive learning environment.

Assessment

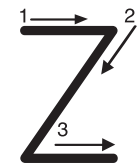
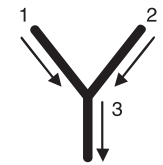
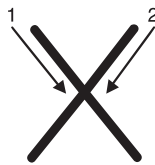
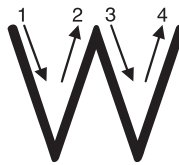
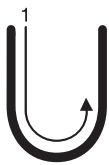
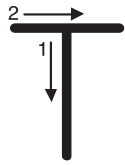
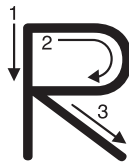
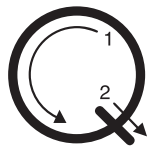
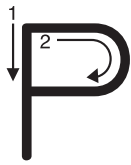
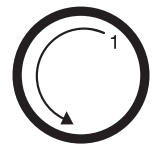
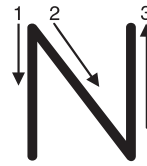
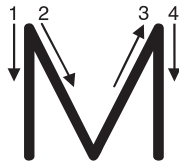
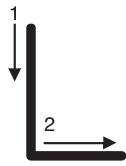
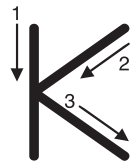
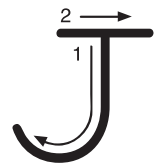
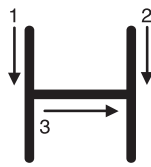
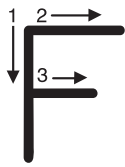
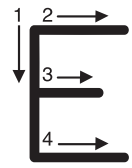
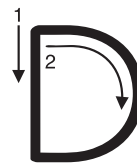
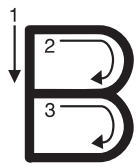
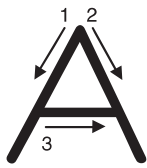
Day-to-day assessment is an essential aspect of effective teaching. It involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps. During the lesson, teachers need to be listening to, observing and engaging with the children they are assessing. Teachers can use the strategies of questioning, observing and talking with children. Teachers can develop methods for quickly checking on children's understanding and they can develop more sustained assessment activities that give a particular insight into how well the children are applying what they have learned.

Every two weeks the teacher's guide contains simple diagnostic tasks that teachers and community volunteers can administer at key points in the school year to determine whether students are performing at the expected level in English. The teacher guide contains a class record sheet, which is used to keep assessment records about individual children in the class.

Printing lower case letters of the alphabet



Printing upper case letters of the alphabet -



Term 1 Week 2 – Greetings and Classroom Instructions – Week at a glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New Learning	Greetings and instructions	Greetings and instructions	Greetings and instructions	Greetings and instructions	Greetings and instructions	Greetings and instructions	Greetings and instructions
New structures & vocabulary	Hello! What is your name? My name is ... Nice to meet you. Stand up! Sit down! Clap! Listen!	Hello! What is your name? My name is ... Nice to meet you. Stand up! Sit down! Clap! Listen!	Hello! How are you? I am fine, thank you. Listen!	Hello! How are you? I am fine, thank you. Listen!	Hello! How are you? I am fine, thank you. What is your name? My name is ... Nice to meet you.	Good morning. Good afternoon. Goodbye. How are you, today? Jump Play Today	Good morning. Good afternoon. Goodbye. How are you today? I am fine, thank you! Good evening.
Letter names	None	None	None	None	None	None	None
Games	Repeat game Stand up game	Repeat game Stand up game	Stand up game	Stand up game	Stand up game	Stand up game	Repeat game Stand up game
Songs/ Chants	The Hello Song	The Hello Song	The Hello Song The How Are You? Chant	The Hello Song The How Are You? Chant	The Hello Song The How Are You? Chant. The Good Morning Song	The Hello Song The How Are You? Chant. The Good Morning Song	The Hello Song The How Are You? Chant. The Good Morning Song
Textbooks							
Keynote	pp. 10,11, 12, 18, 26	pp. 10,11, 12, 18, 26	pp. 8, 18, 26	pp. 8, 18, 22, 23, 26	pp. 8, 18, 26	pp. 1, 3, 5, 6, 7, 8, 9	pp. 1, 3, 5, 6, 7, 8, 9
Success	pp. 9,10	pp. 9,10	pp. 4	pp. 4	pp. 4, 5	pp. 4, 5	pp. 4, 5
New Primary English	pp. 6,10,13	pp. 6, 10, 13	pp. 4,13, 15,16	pp. 4,13,16	pp. 4, 13, 15, 16	pp. 1, 2, 3, 4, 5,39	pp. 1, 2, 3, 4, 5, 39
New Progressive	pp. 24 to 31	pp. 24 to 31	pp. 24 to 32	pp. 20 to 23	pp. 20 to 23	pp. 20 to 26	pp. 20 to 26



LESSON 1: HELLO, GOOD MORNING, GOOD AFTERNOON

By the end of the lesson, pupils will be able to:

- Greet their teacher and each other and respond to greetings.
- Introduce themselves by asking and answering the question: *What is your name?*
- Respond to simple classroom instructions like *Stand up!* *Sit down!* and *Clap!*

Key content:

- Hello
- What is your name?
- My name is.....
- Nice to meet you.
- Stand up!
- Sit down!
- Clap!
- Thank you.
- Name
- Listen!

Teaching Aids:

- Phone and speakers.
- Audio Lesson (E-P1-T1-W2-L1).

Teaching tip

Speak slowly and use hand gestures when teaching English to P1 children. Using gestures can help them understand, for example, pointing to yourself when you say “me” or “my” and pointing to the other person when you say “you” or “your”.

BEFORE THE AUDIO PROGRAMME

- Greet your children using all the forms of greeting you know. Then have a discussion on the different greetings that we use to greet people in Kinyarwanda.
- Ask the children to give examples and demonstrate how to greet someone.

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1: Pass the Pencil – Groups of 4

- Have four children stand in a circle and pass a pencil from one child to another, round and round.
- Clap your hands. The child who is left holding the pencil has to say: *My name is.....* and adds their name.
- The children resume passing the pencil around and the game begins again.
- Organise the class into groups of four children, with a pencil in each group.
- Repeat the above activity, but with all groups playing at the same time.



Activity 2: Leader game! – Groups of 4

- Form a group of 4 children in front of the class.
- Select a leader. The leader asks a child “*What is your name?*” He/she answers: *My name is....*
- The leader questions until everyone has answered. Then another child becomes the leader and repeats the activity.
- Organise the class into groups of four, with one being a leader; repeat the activity with all groups playing at the same time. Help the children respond with: *My name is...*

LESSON 2: STAND UP! SIT DOWN! CLAP!...NICE TO MEET YOU.

By the end of the lesson, pupils will be able to:

- Respond to and give basic classroom instructions, for example: *Stand up! Sit down! and Clap!*
- Greet each other using: *Hello* and *Nice to meet you.*
- Ask and answer the question: *What is your name?*

Key content:

- Hello
- What is your name?
- My name is.....
- Nice to meet you.
- Stand up!
- Sit down!
- Clap!
- Name
- Listen!

WARM UP

5 minutes

Have children stand up and sing the *Hello* song. Have them shake hands with their partners and say their names at appropriate parts of the song.

REVIEW

5 minutes

Play the *Stand up!* game using: *Stand up! Sit down! and Clap!*

PRESENTATION

10 minutes

- Walk around the classroom, shaking hands with the children and saying: *Hello, my name is What is your name?* Help each child to respond with: *My name is* Finish with *Nice to meet you* _____. Repeat this activity several times.
- Invite a boy and a girl in front of the class to model greetings:
 - A. *Hello, my name is (Kamanzi). What is your name?*
 - B. *My name is (Jane).*
 - A. *Nice to meet you, (Jane).*
 - B. *Nice to meet you, (Kamanzi).*

APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- Ask the children in each pair to introduce themselves to their partner by saying: *Hello, my name is What is your name?* and *Nice to meet you.*
- Then, clap your hands, have children form a new pair and repeat the activity.

Activity 2: Pass the ball and answer (Whole class)

- Model the activity by throwing a ball to a child and saying *My name is ----- . What is your name?* The child who catches the ball answers the question and then throws the ball to another child and asks the question: *My name is ----- . What is your name?* The game continues.



EVALUATION

5 minutes

Have children shake hands with their partners and say their names while singing The *Hello* song.

HOMEWORK



- Ask children to greet people at home in English.
- Ask children to teach family members to sing the *Hello* song.



LESSON 3: HOW ARE YOU? I AM FINE, THANK YOU.

By the end of the lesson, pupils will be able to:

- Greet each other using: *How are you? I am fine, thank you!*
- Experience, recognize and observe basic commands like: *Stand up! Clap! Listen!* and *Sit down!*

Key content:

- How are you?
- I am fine, thank you
- Listen!

Teaching Aids:

- Phone and speakers.
- Audio Lesson (E-P1-T1-W2-L3).

Teaching tip

Try and use pair and group work as part of the lesson. Pair and group provide children with an opportunity to practice their new vocabulary.

BEFORE THE AUDIO PROGRAMME

- Play the *Stand up!* game using the directions: *Stand up! Sit down!* and *Clap!*
- Have children stand up and sing the Hello Song and do the actions.

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1: Role Play (Groups of 4)

- Select 4 children to model the activity in front of the class.
- Select 1 to be a leader.
- The leader asks the first child: *Hello! How are you?*
- The child answers: *I am fine, thank you.*
- The leader asks everyone the same question.
- Put children in groups of 4, with a leader. Repeat the above activity, but with all groups playing at the same time.
- Move around the classroom to help children respond.
- After one minute, clap your hands to tell the groups to change leaders.



Activity 2: Role Play (Pairs)

- Ask a volunteer to practice the greeting with you in front of the class: *How are you? I am fine, thank you.*
- Organise the children in pairs and ask each child to take a turn practicing the same greeting, for example: *How are you? I am fine, thank you.*
- After one minute clap your hands, have the children turn to a new partner and repeat the activity.

LESSON 4: LISTEN! CLAP YOUR HANDS! STAND UP! PLEASE...

By the end of the lesson, pupils will be able to:

- Greet each other using: *How are you? I am fine, thank you!*
- Respond and give basic commands: *Stand up! Clap your hands! Listen! and Sit down!*

Key content:

- Hello!
- How are you?
- I am fine, thank you!
- Listen!

WARM UP

5 minutes

Children sing The Hello Song as they shake hands with a partner and say their names.

REVIEW

5 minutes

Have children play the *Stand up!* game using classroom instructions they have learned so far: *Stand up! Clap your hands! Listen! Sit down!*

PRESENTATION

10 minutes

- Ask children *How are you?* and encourage them to answer *I am fine, thank you!*
- Choose a few children to go in front and ask other children: *How are you?* and other children reply: *I am fine, thank you!*
- Then, have children turn to their partners and ask each other: *How are you?* and answer: *I am fine, thank you!*

APPLICATION

15 minutes

Activity 1: Answer when you catch the ball (Whole class)

- Model the activity by saying: *How are you?* and passing the ball to a child in the class.
- The child who catches the ball answers saying *I am fine, thank you.*
- He/she then throws the ball to another child and asks them *How are you?* and the game continues.

Activity 2: Textbook - Role Play (Pairs)

- Put children into A B pairs.
- Have children describe to each other what they think is happening on the textbook pages.
- Have children role play the situation.
- Walk around and make sure children are using the correct vocabulary *How are you?* and *I am fine, thank you.*

Keynote pp. 8, 18, 22, 23, 26

New Primary pp. 4,13,16,

Success pp. 4

Progressive pp. 20 to 23



EVALUATION

5 minutes

Have children sing the *How Are You?* chant.

HOMEWORK



- Ask children to greet people at home with *Hello! How are you?* and teach them to answer *I am fine, thank you!*
- Ask children to teach other family members to sing The *Hello* song.

LESSON 5: HELLO! HOW ARE YOU? I AM FINE, THANK YOU.

By the end of the lesson, pupils will be able to:

Greet each other using:

- *Hello! How are you?*
- *I am fine, thank you.*
- *What is your name?*
- *My name is _____*
- *Nice to meet you!*

Key content:

- *Hello!*
- *How are you?*
- *I am fine, thank you!*
- *What is your name?*
- *My name is _____.*
- *Nice to meet you.*

WARM UP

5 minutes

Play the *Stand up!* game using the directions: *Stand up!* *Sit down!* and *Clap!*

REVIEW

5 minutes

Ask the children to say all the English words and expressions they learned this week.

PRESENTATION

10 minutes

- Invite a boy and a girl in front of the class to model greetings:

A: *Hello!* B: *Hello!*

A: *How are you?*

B: *I am fine, thank you.*

A: *What is your name?*

B: *My name is*

A: *Nice to meet you!*



- Invite different pairs of children to go in front and practice the dialogue.

APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- In A-B pairs, children practice the same dialogue. Every time you clap, they must find a new partner and repeat the activity.

Activity 2: Textbook pages for greetings - Role play (Pairs)

- Pick an illustration in the textbook. Have children describe to you what is happening in the illustration.
- In pairs, have children choose roles from the illustration and role play the situation.
- Walk around and make sure children are using the target language structures.
- Repeat with the next illustration in the textbook.

EVALUATION

5 minutes

Ask children to turn to their partner and greet each other.

HOMEWORK



Ask children to practice greetings at home.



LESSON 6: GOOD MORNING, GOOD EVENING, GOOD AFTERNOON

By the end of the lesson, pupils will be able to:

- Differentiate between the different greetings – *Good morning*, *Good afternoon*, and *Good evening* - according to the time of the day.
- Introduce themselves, ask for names and say goodbye.

Key content:

- Good morning
- Good afternoon
- Good evening
- Goodbye
- Jump!
- Play
- Listen!

Teaching Aids:

- Audio Lesson (E-P1-T1-W2-L6).
- Phone and speakers.

Teaching tip

Involve boys and girls equally in role plays when organizing classroom activities.

BEFORE THE AUDIO PROGRAMME

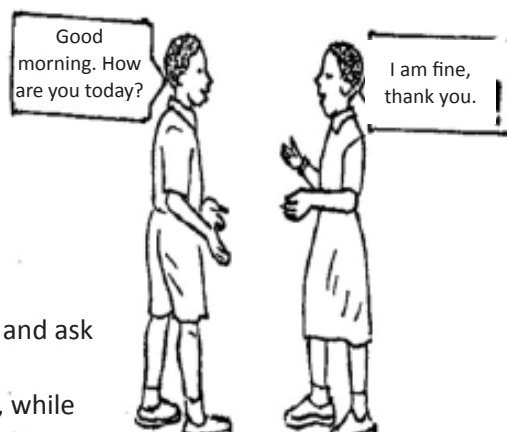
- In pairs, have children shake hands and say their names as they sing *The Hello Song*.
- Ask the children what they say to different people when they wake up.

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1 : Role Play (Pairs)

- Bring a girl to the front to model the new structures with you: *Hel- lo, what is your name? How are you? I am fine, thank you or Good morning, how are you today?*
- In A-B pairs, have children greet each other using the same structures.



Activity 2 : Group activity

- Demonstrate to the children how to wave goodbye and ask them to repeat the action while saying goodbye.
- Walk towards the classroom door and say goodbye, while waving your hand.
- Invite children to respond.
- Have a girl come to the front to do and repeat the action. The other children have to respond in each case.
- Repeat the activity, changing a girl and a boy each time.

LESSON 7: GOOD MORNING, GOOD AFTERNOON, GOOD EVENING

By the end of the lesson, pupils will be able to:

- Differentiate between the different greetings – *Good morning, Good afternoon, and Good evening* - according to the time of the day.
- Introduce themselves, ask for names and say goodbye.

Key content:

- Good morning
- Good afternoon
- Good evening
- Goodbye

WARM UP

5 minutes

Children play the *Stand up!* game using different vocabulary they have learned: *Stand up! Sit down! Clap your hands! Jump! Play! and Listen!*

REVIEW

5 minutes

Children stand up and sing the *Good Morning Song*.

PRESENTATION

10 minutes

- Draw a sun rise (morning), a full sun (afternoon) and a moon (evening) on the chalkboard.
- Point to a drawing and say the time of day, *morning, afternoon or evening*, while the children repeat.
- Point to a drawing and ask the class to say the time of day.
- Invite a boy and a girl to the chalkboard. Say *morning, afternoon or evening*. They have to point to the correct drawing each time.
- Have all children stand up. Each time you say *morning, afternoon or evening*, they have to repeat and point to the correct drawing on the board.



APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- Point to one of the drawings on the board.
- In A-B pairs, children have to use the corresponding expression, (*Good morning, good afternoon, good evening*) to greet each other.
- Repeat the activity, going faster and faster each time.

Activity 2: Textbook pages for greetings - Role Play (Pairs)

- Pick an illustration in the textbook. Have children describe what is happening in the illustration and what greeting they would use.
- Repeat with the next illustration.

Keynote pp. 1, 3, 5, 6, 7, 8, 9

Success pp. 4

New Primary pp. 1 to 6

New Progressive pp. 20 to 26

- In pairs, children choose roles from the illustration and role play them.



EVALUATION

5 minutes

Have children stand up and sing *The Good morning Song* and shake hands with one another as they sing.

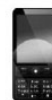
HOMEWORK



Ask children to practice the greetings *Good morning, Good afternoon and Good evening* with people at home.

Week 3 – Greetings and Classroom Instructions - Week at a glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New Learning	Greetings and classroom instructions	Greetings and classroom instructions	Following classroom instructions	Following classroom instructions	Following classroom instructions	Following classroom instructions	Following classroom instructions
New language & vocabulary	Repeat. Excuse me. Good evening. Good night.	Repeat. Excuse me. Good evening. Good night.	A book A notebook Open the notebook. Close the notebook. Speak. Be quiet.	A book A notebook Open the notebook. Close the notebook. Speak. Be quiet.	A book A notebook Open the notebook. Close the notebook. Speak. Be quiet.	A door A window Go to the door. Go to the window. Raise your hand. Come here. Here I am. Open / Close the door. Open / Close the window.	A door A window Go to the door. Go to the window. Raise your hand. Come here. Here I am. Open / Close the door. Open / Close the window.
Letter names	None	None	None	None	None	None	None
Games	Touch the chalkboard game Stand up game	Good morning game	Do as I say game What is missing? game	Good morning game Be the teacher game	Do as I say game What is missing? game	Do as I say game Point and Say game	Do as I say game Point and Say game
Songs/chants	The Hello Song The Good Morning Song	The Good Morning Song	The Good Morning Song Do As I Say Chant	The Good Morning Song Do As I Say Chant	The Hello Song	Do As I Say Chant	The Hello Song
TEXTBOOKS							
Keynote English	pp. 18	pp. 18	pp. 20, 26, 29	pp. 20, 26, 29	pp. 18 - 20	pp. 18, 19, 26	pp. 18, 19, 26
Success	pp. 4 - 7	pp. 4 - 7	p. 25	p. 25	p. 25	p. 25	p. 25
New Primary English	pp. 1 - 3, 5	pp. 1 - 3, 5	pp. 13 - 15	pp. 13 - 15	pp. 13 - 15	pp. 13 - 15	pp. 13 - 15
Progressive	pp. 20 - 23	pp. 20 - 23	pp. 30, 31	pp. 30, 31	pp. 30 - 33	pp. 30, 31	pp. 30, 31



LESSON 1: GOOD EVENING, GOOD NIGHT, EXCUSE ME

By the end of the lesson, pupils will be able to:

- Greet their teacher, greet each other, and respond to greetings using *Good evening* and *Good night*.
- Respond to simple classroom instructions like: *Repeat, please! Excuse me* and *Sing!*

Key content:

- Good evening
- Good night
- Excuse me
- Repeat
- Sing!

Note: *Good evening* is a greeting and *goodnight* is a farewell.

Teaching aids

- Phone and speakers
- Audio lesson (E-P1-T1-W3-L1).

Teaching tip

It is important to provide follow-up activities that reinforce the vocabulary and language structures covered in the lesson.

BEFORE THE AUDIO PROGRAMME

Play the *Stand up!* game using different vocabulary the children have learned: *Stand up! Sit down! Clap your hands! Jump! Play! and Listen!*

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1: Touch the chalkboard game (Whole class)

- Put the boys and the girls in two lines on different sides of the class.
- Call out *Good evening*. The first boy and girl in the line have to point at the correct picture. The first one to touch the correct picture wins a point for their team.
- Repeat the activity, calling out different greetings each time. Note points for each team on the board.



Activity 2: Excuse me, can you please repeat? Role play – (Whole group)

- Walk around the classroom; shake hands with the children saying *Hello, my name is..... What is your name?* The child answers by saying *My name is* Then say: *Excuse me, can you please repeat?*
- The child answers again *My name is*
- Repeat this activity several times with different children.

LESSON 2: EXCUSE ME, REPEAT! GOOD EVENING, GOOD NIGHT

By the end of the lesson, pupils will be able to:

- Respond to and give basic classroom instructions, for example *Excuse me* and *Repeat*.
- Greet each other using *Good evening* and *Good night*.

Key content:

- Good evening
- Good night
- Excuse me
- Repeat!
- Sing!

WARM UP

5 minutes

- Children stand up and sing the *Good Morning* song and do the actions for the song.
- Repeat the song. Have children shake hands with a new partner each time.

REVIEW

5 minutes

- Ask the children to tell you all the new words and expressions they have learned so far.
- Encourage the children to raise their hands when they want to answer.
- When a child gives a correct answer, say *Excuse me, can you please repeat?*
- Ask the whole class to repeat the child's answer.

PRESENTATION

10 minutes

- Draw a sun rise (morning), a full sun (afternoon) and a moon (evening) on the board.
- Point at the moon and say the time of day, for example 'evening'.
- Walk around the class, shake hands with children and greet them using their name
Good evening, Betty. Help children to respond.
- Repeat with *Good morning*, *Good afternoon* and *Good evening*.



APPLICATION

15 minutes

Activity 1: Good Morning Game (Whole Class)

- Ask 2 boys and 2 girls to sit at your desk and pretend they are sleeping.
- Say: *Good morning* in a loud voice.
- Have children wake up, stretch and say: *Good morning, Teacher!*
- Say: *Good afternoon!* and have them stand up while replying *Good afternoon, Teacher.*
- Say: *Good night!* and have them say *Good night, Teacher!* and put their heads back on the desk to pretend that they are going to sleep.
- Repeat the activity with the whole class.
- Invite a child to give the instructions to the class.

EVALUATION

5 minutes

Have children stand up and sing *The Good Evening Song* and shake hands with another child as they sing. Repeat the song, having children shake hands with a different child each time.

HOMEWORK



Ask children to greet people at home in English using *Good evening*.



LESSON 3: OPEN THE NOTEBOOK! CLOSE THE NOTEBOOK!

By the end of the lesson, pupils will be able to:

- Respond to simple instructions: *Open the notebook! Close the notebook!*
- Give instructions: *Open the notebook! Close the notebook!*

Key content:

- Write
- Open
- Close
- Pencil
- Book
- Notebook
- Open the notebook
- Close the notebook
- Speak!
- Be quiet!.

Teaching aids

- Audio lesson (E-P1-T1-W3-L3).
- Phone and speakers

Teaching tip

When introducing new vocabulary to the class show the corresponding object, mime the action, or draw a picture on the board to help children understand.

BEFORE THE AUDIO PROGRAMME

Children stand up and sing *The Good Evening Song* and do the action.

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1: Game - *What is missing?* (Pairs)

- Show a book to the class. Ask: *What is this?* After children have answered, put the book on the table.
- Show a notebook to the class. Ask: *What is this?* After children have answered, put the notebook on the table.
- Select two children, a boy and a girl, to model the activity in front of the class.
- Ask the 2 children to close their eyes. Then remove and hide one of the objects.
- Have children open their eyes and then ask: *what is missing?* Help them answer.
- Have the children play the same game in A-B pairs. One hides and asks *What is missing?* The other opens his/her eyes and answers. Then the children change roles.



Activity 2: Game - *Do As I Say* (Whole class)

- Play *Do as I Say* game using classroom instructions: *Stand up! Clap your hands! Listen! Sit down! Speak! and Be Quiet!*

LESSON 4: SPEAK! BE QUIET! OPEN THE BOOK! CLOSE THE BOOK!

By the end of the lesson, pupils will be able to:

- Respond to simple instructions: *open the notebook! Close the note book!*
- Give instructions: *open the notebook! Close the note book!*

Key content:

- Write
- Open
- Close
- Pencil
- Book
- Notebook
- Open the notebook
- Close the notebook
- Speak!
- Be quiet!

WARM UP

5 minutes

Children sing the *Do As I Say* chant and do the actions of the song.

REVIEW

5 minutes

Play *The Good Morning Game* with the whole class.

PRESENTATION

10 minutes

- Stretch your arms out in front of you as if opening a window, and say: *Open*.
- Have children copy the action and repeat *Open*.
- Close your arm, as if closing a door and say: *Close*.
- Have children copy the action and repeat *Close*.
- Repeat the above while going around the room opening and closing notebooks, eyes, mouths, etc. Children copy your actions each time repeating the words *open* and *close*.

APPLICATION

15 minutes

Activity 1: Game - Be the Teacher (Whole class)

- Ask a girl to come in front of the class and be the teacher.
- She gives instructions to the class: *Stand up! Open your notebook! Sit down! Close your notebook! Clap your hands! etc.* The class repeats the instructions and mimes the action.
- After one minute, a boy takes over as a teacher.

Activity 2: Textbook pages on giving instructions Role Play (Pairs)

- Children identify the instructions being given in an illustration selected by the teacher.
- Then, in their A-B pairs, they role play the situation, with partner A first giving instructions first, and then partner B.
- Repeat with the next illustration. Continue until all illustrations are done.

Keynote pp.

1 - 8 , 20, 26

Success pp. 4 -7 ,25

New Primary pp.

1- 3, 5 , 13, 15

Progressive pp. 30, 31

EVALUATION

5 minutes

Children demonstrate an example of *Open* and *Close* with their bodies, for example, eyes closed, mouth open, hands closed. They see how many examples they can find.

HOMEWORK

Children teach the *Good Evening* song to family members.



LESSON 5: WRITE! SPEAK! BE QUIET! OPEN THE BOOK!

By the end of the lesson, pupils will be able to:
Demonstrate their understanding of instructions, for example: *Write! Speak! Open the notebook! Close the notebook! Be quiet! and Speak!*

Key content:

- Write
- Open
- Close
- Pencil
- Book
- Notebook
- Speak!
- Be quiet!

WARM UP

5 minutes

Children sing the *Good Morning* and *Good Evening* songs and do the **5 min** actions.

REVIEW

5 minutes

Children list all the words and expressions they have learned so far.

PRESENTATION

10 minutes

- Stand in front of the class with your eyes closed.
- Open your eyes and say: *Open*. Have children copy the action and repeat *Open*.
- Close your eyes and say: *Close*. Have children copy the action and repeat *Close*.
- Continue doing *open* and *close* actions while opening and closing notebooks, books, hands, eyes, mouth, etc. Have children copy and repeat each time.

APPLICATION

15 minutes

Activity 1: Game - *What is missing?* (Pairs)

- Show a book to the class. Ask: *What is this?* After children have answered, put the book on the table.
- Show a notebook to the class. Ask: *What is this?* After children have answered, put the notebook on the table.
- Select two children, a boy and a girl, to model the activity in front of the class.
- Ask the two children to close their eyes. Then remove and hide one of the objects.
- Have children open their eyes and then ask *What is missing?* Help the children answer.
- Have the children play the same game in A-B pairs. One hides and asks *What is missing?* The other child opens his/her eyes and answers. Then they change roles.



Activity 2: Textbook pages on giving instructions- Role Play (Pairs)

- Children look at a textbook illustration selected by the teacher.
- Then, in their A-B pairs, they role play the situation.
- Partner A gives instructions first, then partner B.
- Repeat with the next illustration. Continue until all the illustrations are done.

Keynote pp.

1 - 8 20, 26

Success pp. 4 -7 ,25

New Primary pp.

1- 3, 5 , 13, 15

Progressive pp. 30, 31

EVALUATION

5 minutes

Children demonstrate *Open* and *Close* with their notebooks and books.

HOMEWORK



Children teach the *Good Evening Song* to a family member.



LESSON 6: GO TO THE DOOR! GO TO THE WINDOW! COME HERE!

By the end of the lesson, pupils will be able to:

Give and respond to simple instructions, for example, *Go to the door! Go to the window! Open the door! Open the win- dow! Raise your hand! Come here!*

Key content:

- Door
- Window
- Go to the door!
- Go to the window!
- Raise your hand!
- Come here!
- Here I am.
- Open the door!
- Close the door!

Teaching Aids:

- Audio Lesson (E-P1-T1-W3-L6).
- Phone and speakers.

Teaching tip

Try and use textbooks as part of the lesson, it will also help children understand how textbooks can help them learn.

BEFORE THE AUDIO PROGRAMME

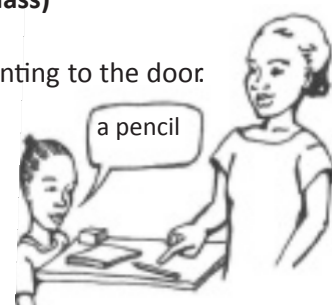
Children play the *Do As I Say* game, using the vocabulary learned thus far: *Stand up!, Sit down! Clap your hands! Jump! Play! Listen! Open the notebook! Close the notebook!*

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1: Play the game - Say and Point, Point and Say (Whole class)

- Model the activity in front of the class by saying *a door* and pointing to the door.
- Children repeat *a door* and copy the action.
- Repeat with *a window, a notebook*. Children repeat and point to the item named.
- Now say *a door* but do not point. Children repeat and point.
- Continue with *window, notebook* etc. Children repeat and point to the item each time.
- Finally point to the door but do not speak. Children have to say *a door*. Continue with *win- dow, door, notebook*, etc. Children must say the correct word each time.



Activity 2: Be the Teacher! (Whole class)

- Ask a girl to come in front of the class and be the teacher.
- Select five children to come to the front to be her children.
- Help the girl to give instructions to the group, for example *Go to the door! Come here! Go to the window!*
- The group must repeat the instructions and do the action.
- After one minute, invite a boy to become the teacher and another group of five to the front.
- Continue the game, alternating between boys and girls.

LESSON 7: GO TO THE DOOR! OPEN THE DOOR! CLOSE THE DOOR!

By the end of the lesson, pupils will be able to:

Give and respond to simple instructions, for example: *Go to the door! Go to the window! Open the door! Open the window! Raise your hand! Come here!*

Key content:

- a door
- a window
- Go to the door!
- Go to the window!
- Raise your hand!
- Come here!
- Here I am.
- Open the door!
- Close the door!

WARM UP

5 minutes

Children sing the *Do as I say* chant

REVIEW

5 minutes

Play the *Point and Say* game using *door, window, notebook, pencil and book*

PRESENTATION

10 minutes

- Call a child to the front of the class saying *Emmanuel, come here*. Have a child come to the front of the class and say *Here I am*.
- Repeat the activity, calling boys and girls alternatively.
- When there are five children, say: *Thank you children. Sit down, please* and have children return to their seats.

APPLICATION

15 minutes

Activity 1: Game - Be the teacher! (Whole class)

- Ask a girl to come in front of the class and be the teacher.
- Ask the girl to call five children in front of the classroom; saying *Come here*, and then calls out the name of each child. Each child called must come to the front and say *Here I am*.
- After 5 children have been called, select a boy to become the teacher and continue the game.



Activity 2: Textbook pages – Giving instructions - Role Play (Pairs)

- Have children open on pages of textbooks for giving instructions and pick an illustration.
- Each pair describes what is happening in their chosen illustration.
- Each pair role plays the illustration, then chooses a second illustration and repeats.
- Walk around and listen to make sure children are using the right instructions.

Keynote pp. 18, 19, 26

Success pp. 25

New Primary pp. 13 – 15

Progressive pp. 30, 31

EVALUATION

5 minutes

Children stand up and sing *The Good Evening Song* and shake hands with another child as they sing. Each time children sing the song, they shake hands with a different child.

HOMEWORK



Children practice saying *Come here* and *Here I am* with friends or siblings at home.

Week 4 – Welcome to School and Classroom objects - Week at a glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New learning	Classroom instructions	Classroom instructions	Classroom instructions	Classroom instructions	Classroom instructions	Classroom instructions	Classroom instructions
New language structures & vocabulary	What is this? Show me This is a A rubber A pen A ruler A bag Ok! None	What is this? Show me This is a A rubber A pen A ruler A bag Ok! None	Point at A table A desk A chair A chalkboard A duster None	Point at A table A desk A chair A chalkboard A pencil A duster None	Point at Listen! A rubber A pen A chair A pencil None	Present! Absent! Chalk A duster A chalkboard A pencil Point at None	Present! Absent! Chalk A duster A chalkboard Point at None
Letter names	None	None	None	None	None	None	None
Games	Stand up game Memory game Leader game	What is missing? game Say and draw game	Point and Say game What is this? Game	Point and Say game	What is missing? Game	Memory game Leader game	Leader game Say and Draw game
Songs / Chants	The Good Morning, Good Evening Song What Is This? chant	The Good Morning, Good Evening Song What Is This? chant	The Good Morning, Good Evening Song What Is This? chant	The Good Morning, Good Evening Song What Is This? chant	The Good Morning, Good Evening Song What Is This? chant	The Good Morning, Good Evening Song What Is This? chant	The Good Morning, Good Evening Song What Is This? chant
TEXTBOOKS							
Keynote English	pp. 29, 31, 32, 33, 34	pp. 29, 31, 32, 33, 34	pp. 29, 31, 32, 33, 34	pp. 29, 31, 32, 33, 34	pp. 29, 31, 32, 33, 34	pp. 29, 31, 32, 33, 34	pp. 29, 31, 32, 33, 34
Success	pp. 25	pp. 25	pp. 25	pp. 25	pp. 25	pp. 25	pp. 25
New Primary English	pp. 22, 23	pp. 22, 23	pp. 22, 23	pp. 22, 23	pp. 22, 23	pp. 22, 23	pp. 22, 23
Progressive	pp. 12, 36, 42	pp. 12, 36, 42	pp. 12, 36, 42	pp. 12, 36, 42	pp. 12, 36, 42	pp. 12, 36, 42	pp. 12, 36, 42



LESSON 1: WHAT IS THIS? THIS IS... SHOW ME... POINT AT...

By the end of the lesson, pupils will be able to:

- Give and follow simple directions like *Show me.....* and *Point at.....*
- Identify and name common classroom objects: *rubber, pen, ruler.*
- Ask and respond to the question: *What is this?* and respond by using *This is...*

Key content:

- What is this?
- This is ...
- Show me...
- Point at..
- A rubber
- A pen
- A ruler

Teaching aids:

- Audio Lesson (E-P1-T1-W4-L1).
- Phone and speakers.

Teaching tip

Try and use real objects whenever possible when introducing new vocabulary like classroom objects.

BEFORE THE AUDIO PROGRAMME

5 minutes

Play the game *Point and Say* game with classroom objects studied so far this term.

DURING THE AUDIO PROGRAMME

25 minutes

AFTER THE AUDIO PROGRAMME

5 minutes

Activity 1: Game – *What is missing?* (Whole class)



- Place a rubber, a pen, a ruler, a notebook and a book on the table. Cover with a piece of paper or cloth.
- Explain that the paper or cloth will be removed for 10 sec for children to look at objects. They have to try and remember as many objects as possible.
- Remove the paper or cloth and count from one to ten. Cover up the objects again.
- Ask children to raise their hand and identify, in English, the objects they remember.
- The child who remembers the most objects wins the game.



Activity 2: Leader game! With *Show me... Point at...* (Groups of 4)

- Select four children to model the game in front of the class.
- Select a child to give instructions, for example, *Show me a or Point at a....*
- The other group members have to follow the instructions.
- Select another child in the group to become the leader and give instructions.
- After playing the game once with the children at the front of the class, organise all the children in the class in groups of 4.
- One child begins giving instructions for the others to follow.
- Circulate to make sure children are using a variety of instructions.
- After a minute clap your hands and the children change leaders.

LESSON 2: SHOW ME...WHAT IS THIS...POINT AT...

By the end of the lesson, pupils will be able to:

- Give and do simple actions like *Show me.....* and *Point at.....*
- Identify and name common classroom objects: *rubber, pen and ruler*.
- Ask and respond to the question *what this is?* By using *This is....*

Key content:

- What is this?
- Show me...
- This is...
- Point at...
- A rubber
- A pen
- A ruler

WARM UP

5 minutes

Children sing the *Good Morning* and *Good Evening* songs

REVIEW

5 minutes

Point at classroom objects and say "*What is this?*" Children answer with *This is...*

PRESENTATION

10 minutes

- Show the class a classroom object, for example a notebook. Ask the class, "*What is this?*" The class answer, *This is a notebook*. Place the notebook in a bag, other container or drawer.
- Repeat the activity with other objects: *ruler, pen, rubber and notebook*.
- Pick out one object from the collection and hold it so that children can't see it.
- Ask children to raise their hands and guess what the object.
- When children have guessed correctly, return the object to the bag or container, invite a child to come and pick a new object and repeat the activity.

APPLICATION

15 minutes

Activity 1: Game - *What is missing?* (Whole Class)

- Show a rubber to the class, asking "*What is this?*" Children answer using *This is a rubber*.
- Put the rubber on the table.
- Repeat with a pen, a ruler, etc; until there is a collection of objects on the desk.
- Have a boy and a girl come to the front of the class and turn their backs to objects.
- Remove an object, have the children turn around and ask *What is missing?*
- Children look and answer.
- Organise all the children in groups of four, and have them play the game with the objects they have.



Activity 2: Textbook activity – pages with illustrations of classroom objects. (Pairs)

- Call out the name of an object. Children point to the object in their textbooks. Move around the classroom, helping children identify the object. Encourage them to say *This is a....*
- Repeat with a new classroom object.

Keynote pp.

29, 31, 32, 33, 34

Success pp. 25

New Primary pp.

22, 23, 35

Progressive pp. 12, 36, 42

EVALUATION

5 minutes

Play Say and Draw. Name an object. The children have to quickly draw it.

HOMEWORK



Have children practice *What is this?* and *This is a* with classroom objects.



LESSON 3: POINT AT...THE TABLE, THE CHALKBOARD, THE DUSTER

By the end of the lesson, pupils will be able to:

- Identify and name classroom objects: *duster, table, chalkboard, chalk, and desk.*
- Give and follow simple classroom instructions - *Point at...Show me...*

Key content:

- Point at
- Table
- Chalkboard
- Duster
- Chalk
- Desk

Teaching Aids:

- Audio Lesson (E-P1-T1-W4-L3).
- Phone and speakers

Teaching tip

Try to be consistent with the language structures you model, for example, use the indefinite article 'a' or 'an' instead of 'the'. Avoid plurals.

BEFORE THE AUDIO PROGRAMME

Ask the class to name all the classroom objects learned so far.

DURING THE AUDIO PROGRAMME

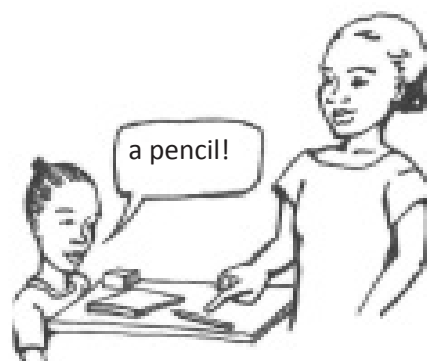
AFTER THE AUDIO PROGRAMME

Activity 1: Game - *Point and Say* (Whole group)

- Model the activity in front of the class by saying *a duster* and pointing to the duster.
- Children repeat *a duster* and copy the action.
- Repeat with *a chalk, a desk*. Children repeat and point to item named.
- Now say: *chalk* but do not point. Children repeat and point.
- Continue with *a chalkboard, a table* etc.

Children repeat and point to the item each time.

- Finally point to the duster but do not speak. Children have to say *a duster*. Continue with window, door, notebook, etc. Children must say the correct word each time you point.



Activity 2: Game - *What is this?* (Pairs)

- Organise children into A B pairs.
- Child A points to an object and says *What is this?* Child B answers *This is a...*
- Move around the classroom to help children.
- After one minute, clap your hands to signal to Child B to ask *What is this?*
- Child A answers.



LESSON 4: POINT AT...THE CHAIR, THE PENCIL, THE RUBBER

By the end of the lesson, pupils will be able to:

- Identify and name classroom objects: *duster, table, chalkboard, chalk and desk.*
- Give and do simple classroom instructions: *Point at...Show me...*

Key content:

- Point at
- Table
- Desk
- Chair
- Pencil
- Chalkboard
- Duster
- Rubber

WARM UP

5 minutes

Children stand up and sing *The Good Morning, Good Evening Song*

REVIEW

5 minutes

Play *Point and Say* with the class pointing at classroom objects.

PRESENTATION

10 minutes

Note: Before the lesson, prepare flashcards with the names of classroom objects printed on them.

- Show a flashcard to the class. Help them to read the word and point to the item.
- Have a child stick the flashcard to the object.
- When the flashcards have been placed on all the objects, point to each and repeat the words again.
- Invite a boy and a girl to come to the front of the class. Ask them to close their eyes.
- Remove a flashcard and ask the boy and the girl to open their eyes, look around the classroom and see which flashcard is missing.
- Replace the flashcard and repeat the activity with another boy and girl.

chalkboard

pencil

duster

APPLICATION

15 minutes

Activity 1: Game - Be the Teacher! With Point at... (Whole class)

- Ask a girl to come in front of the class and be the teacher.
- The girl gives instructions to her classmates for example, *Point at...* The class must repeat the instructions.
- Continue the game, alternating boys and girls as teachers every minute or so.

Activity 2: Textbook pages with instructions - Role Play (Pairs)

- Put children into A B pairs. Have each pair pick an illustration from pages about giving instructions.
- They describe to each other what is happening in the illustration and role play it.

Keynote pp.

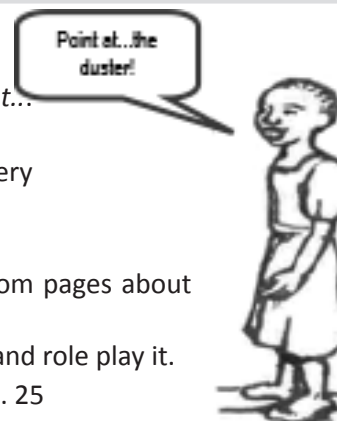
29 to 34

Success p. 25

New Primary pp.

22, 23, 35

Progressive pp. 12, 36, 42



EVALUATION

5 minutes

Play *Say and Draw*. Name a classroom object. Children draw it.

HOMEWORK



Children will practice *Point at* with a sibling or a family member.

LESSON 5: POINT AT.... THE DOOR, THE WINDOW

By the end of the lesson, pupils will be able to:
Identify, name and point at the class- room objects, *rubber, pen, pencil, chair, ruler, window and door.*

Key content:

- *Point at.....*
- *chalk*
- *a pencil*
- *a window*
- *a door*

WARM UP

5 minutes



Lead the Do as I Say chant and be sure to include pointing at the new vocabulary. Encourage all the children to do the actions.
Children repeat and copy you.

REVIEW

5 minutes

Point at and say the words on the different flashcards around the room. Children repeat each time and point at the object.

pencil

chalkboard

PRESENTATION

10 minutes

- Add flashcards for any new vocabulary.
- Remove the flashcards.
- Show the objects to the children one at a time.
- Read the word, have the children repeat.
- Then have children place the flashcard on the correct item.

APPLICATION

15 minutes

Activity 1. Game - *What is missing?*

- Show a book, notebook, chalk and a pencil to the class, each time asking *What is this?* Children give their answers. Put each item on the table as children identify it.
- Select two children, a boy and a girl, to come to the front and turn their backs to the table.
- Remove one of the items. Have the children turn around to face the table and ask *What is missing?*

Activity 2: Textbook – pages with illustrations of classroom objects (Pairs)

- Call out the name of a classroom object. Children point to the object in their textbooks. Move around the classroom, observing children and helping them identify the object. Encourage children to say, *This is a* each time they find the object.
- Repeat the activity with a new classroom object.

EVALUATION

5 minutes

Children sing the *What is this?* chant pointing at objects.

HOMEWORK



Children sing *The Good Morning, Good Evening Song* for their family.



LESSON 6: PRESENT! ABSENT!

By the end of the lesson, pupils will be able to:

- Sound out the words men, pen, hen, ten.
- Recognize the words: *and, is, in, a and the*.
- Use this knowledge to read *Ben*.

Key content:

- Present!
- Absent!
- Point at....
- Chalk
- A duster
- A chalkboard
- A pencil
- The door

Teaching Aids:

- Audio Lesson (E-P1-T1-W4-L6).
- Phone and speakers.

Teaching tip

Putting labels on different classroom objects creates a print-rich environment for children – and that helps them learn new words in English and also helps them learn to read.

BEFORE THE AUDIO PROGRAMME

Sing the *Do as I say chant* but include new vocabulary.

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1: Game - *Memory game* – (Whole Class)

- Place a selection of objects on the table and cover them with a piece of paper or cloth.
- Explain that the paper / cloth will be removed for 10 seconds so that children can look and try and remember which objects are there.
- Remove the paper /cloth and count from 1 to 10 so children can look.
- Replace the paper /cloth. Children raise their hand and name the objects they remember. Encourage children to say the words in English.
- The child who lists the most objects wins the game.

Activity 2: Leader game with “Present!” (Groups of 4)

- Select four children to model the game in front of the class.
- Select a child to call out the names of the other 3 children, one at a time. Each child responds *Present!*
- Select another child in the group to become the leader and call the other children’s names.
- After playing the game once with the children at the front of the class, organize all the children in the class in groups of 4.
- One child in each group begins calling the other children’s names.
- Circulate to make sure children are participating.
- After a minute clap your hands and the children change leaders.



LESSON 7: PRESENT! ABSENT!

By the end of the lesson, pupils will be able to:

- Respond to simple classroom instructions.
- Say present / absent when their names are called.

Key content:

- Point at....
- Present
- Absent
- Chalk
- Chalkboard
- Duster

WARM UP

5 minutes

Children sing the *What Is This?* chant

REVIEW

5 minutes

Sing the *Do as I say chant* but include new vocabulary.

PRESENTATION

10 minutes

- Call children's name and tell them to answer *Present*.
- Explain that if a child is not present, they should say*is absent*.
- Choose a boy and a girl to call other children names. The children respond with *Present*.

APPLICATION

15 minutes

Activity 1: Leader game with *Present!* (Groups of 4)

- Select four children to model the game in front of the class.
- Select a child to call out the names of the other 3 children, one at a time. Each child responds *Present!*
- Select another child in the group to become the leader and call the other children's names.
- After playing the game once with the children at the front of the class, organize all the children in the class in groups of 4.
- One child in each group begins calling the other children's names.
- Circulate to make sure children are participating
- After a minute clap your hands and the children change leaders.



Activity 2: Textbook Role Play (Pairs)

- In pairs, children describe to each other what is happening on the textbook pages.
- They then role play the situation with their pair.
- Walk around the classroom to check if children are using the correct expressions.

Keynote pp. 29, 31, 32, 33, 34

Success p. 25

New Primary pp. 22, 23, 35

Progressive pp. 12, 36, 42

EVALUATION

5 minutes

The pupils practise using the expressions "*present*" "*absent*" with family members.

HOMEWORK

Children call the names of their friends and tell them to respond *Present*.



Week 5 – Welcome to School and Classroom objects - Week at a glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New Learning	Classroom objects and instructions	Classroom objects and instructions	Classroom objects and instructions	Classroom objects and instructions	Classroom objects and instructions	Classroom objects and instructions	Classroom objects and instructions
New structures & vocabulary	What is this? This is ... Show me... Point to... A rubber A pen A pencil A duster	What is this? This is ... Show me... Point to... A rubber A pen A pencil	Show me... Point to... This is your... This is my ... Boy Girl My Your	Show me... Point to... This is... Boy Girl My Your	Show me... Point to... This is... Boy Girl My Your	Show me... Point to... This is... Boy Girl My Your	Show me... Point to... This is... Boy Girl My Your
Letter names	None	None	None	None	None	None	None
Games	Show me game What is this? game Magic Bag game Guess who game I have game	Magic Bag game Simon Says game What has changed game Who has what? game	What has changed game Show me game	Simon says game	Simon says game	Memory Game Leader game	Leader Game What is in the bag? game Simon says game
Songs, chants	What is this? chant	The Good Morning, Good Evening song	Show Me chant	Show Me chant	Show Me chant	The Good Morning, Good Evening song Show Me chant	Show Me chant
TEXTBOOKS							
Keynote English	pp. 31, 34, 35	pp. 31, 34, 35	p. 14	p. 45	p. 45	pp. 19	pp. 19
Success	pp. 25	pp. 25	p. 50	p. 50	p. 50	pp. 16, 17	pp. 16, 17
New Primary English	pp. 22, 23	pp. 22, 23	pp. 11, 14, 15	pp. 11, 14, 15	pp. 42	p. 42	p. 42
Progressive	pp. 4, 5	pp. 4, 5	pp. 2, 3, 4, 5	pp. 2, 3, 4, 5	pp. 2, 3, 4, 5	pp. 2, 3, 4, 5	pp. 2, 3, 4, 5



LESSON 1: WHAT IS THIS? THIS IS...SHOW ME...POINT AT...

By the end of the lesson, pupils will be able to:

- Give and follow simple directions like *Show me.....* and *Point at.....*
- Identify and name common classroom objects: *rubber, pen, and ruler*.
- Ask the question *What is this?* and respond by using *This is...*

Key content:

- What is this?
- This is ...
- Show me...
- Point at..
- A rubber
- A pen
- A ruler
- A duster

Teachers Materials:

- Audio Lesson (E-P2-T1-W5-L1).
- Phone and speakers.

Teaching tip

Choral work is a class repetition of chants, poems or song. Choral work develops children's pronunciation and vocabulary. It helps build self-confidence, fluency and motivation.

BEFORE THE AUDIO PROGRAMME

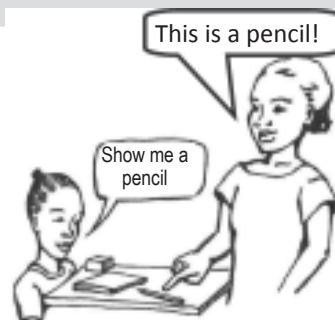
Children stand up and sing the *What is this? chant*.

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1: Game - *Guess what I have?* (Whole class)

- Show the class a classroom object, for example a notebook. Ask the class, *What is this?*
The class answer, *This is a notebook*. Place the notebook in a bag, drawer or other container.
- Repeat the activity with other objects: *ruler, pen, rubber and duster*.
- Pick out one object from the collection and hide it so that children can't see it.
- Ask children to raise their hands and guess what the object is by *saying the name of the object in English*.
- When children have guessed correctly, return the object to the bag or container, invite a child to come pick a new object and repeat the activity.



Activity 2: *Show me Game* – (Pairs)

- Select two children to model the game in front of the class.
- Name one child A and the other child B.
- Tell them to put classroom objects they have learned on the table.
- Child A asks Child B, *Show me a*
- Child B picks the object and says *This is a*
- Child A continues until the teacher tells them to change, then the children change roles.
- Organise the class into pairs and move around the classroom helping the children with the activity.
- After one minute, clap your hands to tell the pairs to change roles.

LESSON 2: SHOW ME...WHAT IS THIS? POINT AT...

By the end of the lesson, pupils will be able to:

- Give and follow simple directions like *Show me.....* and *Point at.....*
- Ask the question *What is this?* and respond by using *This is....*

Key content:

- *What is this?*
- *This is ...*
- *Show me...*
- *Point at ...*

WARM UP

5 minutes

Children sing the *Good Morning* and *Good Evening* songs.

REVIEW

5 minutes

Play *Guess what I have?* to review vocabulary from the previous lesson.

PRESENTATION

10 minutes

Explain the rules of *Simon Says*. Children only do the action if the command you give starts with *Simon says...* e.g. *Simon says point at the window*. If you say a command that does not start with *Simon says*, the children should remain totally still and not even start doing the action.

- The children who do a command that doesn't begin with *Si- mon says* are eliminated from the game and have to sit down. The children who do not do a command that starts with *Simon Says* are also eliminated.
- The last child standing wins. Play the game at least once.

APPLICATION

15 minutes

Activity 1: Game: *What has changed?* (Whole Class)

- Place a number of classroom objects for example, a chalk, a duster, a ruler, a book, a notebook in a row on a table and tell the children to look at them carefully.
- Point at each one, ask "*What is this?*" and have the class name the objects.
- Ask the children to close their eyes.
- Change the position of one object while the children have their eyes closed.
- Ask the children to open their eyes and identify which item was moved.
- Repeat the activity a number of times, changing between boys and girls.

Activity 2: *Who Has What?* (Whole class)

- Invite five children to line up in front of the class with their hands behind their backs.
- Give each child a classroom object, a duster, a notebook, etc.
- When you clap your hands, the children show their object to the class, while the teacher counts to five.
- When the teacher says five, the children hide their objects behind their backs again.
- Ask the other children to name the object each child showed, from left to right.
- The first child to list all the objects in the correct order (or the child who has listed the most objects in the correct order) wins the game.

EVALUATION

5 minutes

Children ask each other *what is this?* and answer saying *This is...*

HOMEWORK

Children teach the *What Is This?* chant to their family members.





LESSON 3: MY, YOUR, GIRL, BOY

By the end of the lesson, pupils will be able to:

- Use my and your correctly when referring to classroom objects.
- Give and do simple classroom instructions:
-Point at your...Show me your...

Key content:

- Point at your.....
- Show me your...
- Boy
- Girl
- My
- Your

Teaching Aids:

- Audio Lesson (E-P1-T1-W5-L3).
- Phone and speakers.

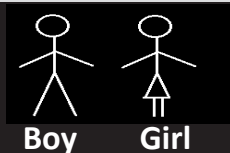
Teaching tip

To prevent choral practice from becoming boring, change the volume of your voice. Practice speaking with a low voice whisper and a loud voice.

BEFORE THE AUDIO PROGRAMME

Review the phrases from the previous lesson...Point at...Show me...What is this?

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1: Game - What has changed?

- Place a number of classroom objects for example, a chalk, a duster, a ruler, a book, a notebook in a row on a table and tell the children to look at them carefully.
- Point at each one, ask *What is this?* and have the class name the objects.
- Ask the children to close their eyes.
- Change the position of one object while the children have their eyes closed.
- Ask the children to open their eyes and identify which item was moved.
- Repeat the activity a number of times, changing between boys and girls.



Activity 2: Show me Game (Pairs)

- Select two children to model the game in front of the class.
- Name one child A and the other child B.
- Tell them to put classroom objects they have learned on the table.
- Child A asks Child B, *Show me a ...*
- Child B picks the object and says *This is a ...*
- Child A continues until the teacher tells the children to change roles.
- Put the class into pairs and move around the classroom helping the children with the activity.
- After one minute, clap your hands to tell the pairs to change roles.



LESSON 4: THIS IS YOUR....THIS IS MY....

By the end of the lesson, pupils will be able to:

- Use *my* and *your* correctly when referring to classroom objects *This is my...This is your...*
- Give and do simple classroom instructions: *Point at your...Show me your...*

Key content:

- Point at your.....
- Show me your...
- Boy
- Girl
- My
- Your

WARM UP

5 minutes

Children stand up and sing the *Show Me* chant and do actions.

REVIEW

5 minutes

- Play *Point and Say game* with class.
- Ask ten children to stand in a line in the front of the class.
- Point at each child and say either “boy” or “girl”, depending upon the gender.
- Have the children change places.
- Point at each child and have the class say “boy” or “girl”, depending upon the gender.
- Repeat the activity.

PRESENTATION

10 minutes

- Ask children to put their pen, pencil, notebook and book on their desk.
- Ask a child to pick up one of his/her objects and say *This is my*_____.
- Point at the object, look at the child and say *This is your*_____.
- Ask the whole class to point to the object and repeat *This is your*_____.
- Ask the child to take another one of his/her objects and say *This is my*_____.
- Point at the object, look at the child and say *This is your*_____.
- Ask the whole class to point at the object and repeat *This is your*_____.
- Repeat the activity with other children.

APPLICATION

15 minutes

Activity 1: *Simon says...with my and your* (Whole class)

- Have all children stand up. Explain to them the rules of Simon Says (see lesson 2).
- Use commands with *my* and *your*...for example, *Simon says open your book* or *Simon says point at your pen*.
- The last child standing is the winner.

Activity 2: Textbook pages with instructions - Role Play (Pairs)

- Put children into A B pairs.
- Children describe to each other what is happening on the textbook pages.
- They then role play the situation. Walk around the classroom to see if the children are using the correct language.

Keynote p. 45

Success p. 42

New Primary p. 50

Progressive pp.2,3

EVALUATION

5 minutes

Have a child come to the front and direct the *Simon Says* game.

HOMEWORK



Children teach the *Show me* chant to someone at home.

LESSON 5: THIS IS MY...THIS IS YOUR

By the end of the lesson, pupils will be able to:

- Use *my* and *your* correctly when referring to classroom objects: *This is my...This is your...*
- Give and do simple classroom instructions - *Point at your...Show me your...*

Key content:

- Point at your....
- Show me your...
- Boy
- Girl
- My
- Your

WARM UP

5 minutes

Children stand up and sing The Good Morning, Good Evening Song.

REVIEW

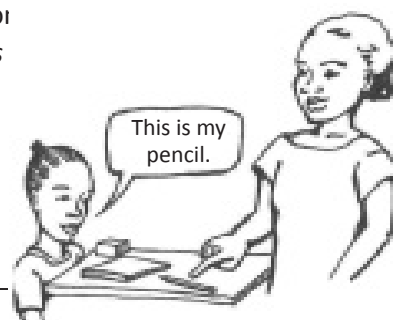
5 minutes

Children stand and do the *Show me* chant, complete with actions.

PRESENTATION (AUDIO)

10 minutes

- Ask children to put their pen, pencil, notebook and book on
- Ask a child to pick up one of his/her objects and say *This is*
- Point to the object, look at the child and say *This is your* _____.
- Ask the whole class to point to the object and repeat *This is your* _____.
- Ask the child to take another one of his/her objects and say *This is my* _____.



- Point to the object, look at the child and say *This is your* _____.
- Ask the whole class to point to the object and repeat *This is your* _____.
- Repeat the activity with other children.

APPLICATION

15 minutes

Activity 1: *Simon says...with my and your* (Whole class)

- Have all children stand up. Explain to them the rules of Simon Says (see lesson 2).
- Use commands with *my* and *your*...for example, *Simon says open your book* or *Simon says point at your pen*.
- Last child standing is the winner.

Activity 2: Textbook – pages with illustrations of classroom objects (Pairs)

- Call out the name of a classroom object. Children point to the object in their textbooks. Move around the classroom, observing children and helping them identify the objects. Encourage some children to say *This is a ...*
- Repeat the activity, saying the name of another classroom object.

Keynote pp. 14

Success pp. 42

New Primary pp. 50

Progressive pp. 2,3, 4, 5

EVALUATION

5 minutes

Have a child come to the front and direct the *Simon Says* game.

HOMEWORK



Children teach the *Show me* chant to someone at home.



LESSON 6: GO TO....

By the end of the lesson, pupils will be able to:

- Use 'my' and 'your' correctly when referring to classroom objects...
- Give and follow simple classroom instructions - *Point at your...Go to....Show me your...*

Key content:

- Point at your...
- Show me your...
- Boy
- Girl
- My
- Your

Teaching Aids:

- Audio Lesson (E-P1-T1-W5-L6)
- Phone and speakers.

Teaching tip

Teacher can vary the choral practice by asking different groups to repeat, for example: whole class, half the class, boys only, girls only, and individuals.

BEFORE THE AUDIO PROGRAMME

Have children stand and say the Show Me chant. Sometimes have the whole class repeat, sometimes half the class, sometimes only the boys (or the girls).

DURING THE AUDIO PROGRAMME

APPLICATION

Activity 1: Memory game – (Whole Class)

- Place a selection of objects on the table and cover them with a piece of paper or cloth.
- Explain that the paper / cloth will be removed for 10 seconds so that children can look and try and remember which objects are there.
- Remove the paper /cloth and count from 1 to 10 so that children can look.
- Replace the paper /cloth. Children raise their hands and name the objects they remember.
- The child who lists the most objects wins the game.



Activity 2: Leader game! (Groups of 4)

- Select four children to model the game in front of the class.
- One child says *Go to the window*. The other 3 pretend to walk to the window, while staying in place.
- The child continues giving commands until you clap your hands. Another child becomes the leader and begins calling out commands.
- After playing the game once with the 4 children at the front of the class, organise all the children in the class in groups of 4 and repeat the game.

LESSON 7: GO TO...MY....YOUR

By the end of the lesson, pupils will be able to:

- Use *my* and *your* correctly when referring to classroom objects...
- Give and follow simple classroom instructions - *Point at your...Go to....Show me your...*

Key content:

- *Point at your...*
- *Show me your...*
- *Go to...*
- *My*
- *Your*

WARM UP

5 minutes

Have children stand and say the Show Me Your chant. Sometimes have the whole class repeat, sometimes half the class, sometimes only the boys (or the girls).

REVIEW

5 minutes

- Play the game *What's in the bag?*
- Place a classroom object in a bag. Don't let the children see the object.
- Invite children to touch the bag and guess what is in the bag saying *This is a...* They cannot look in the bag. They can only touch it and feel the object inside.
- Repeat the activity with other objects, asking a different child each time.

PRESENTATION

10 minutes

- Play *Simon Says*, with *Point at...Show me...and my and your*. (See instructions, lesson 3).
- The last child standing is the winner.

APPLICATION

15 minutes

Activity 1: Leader game! (Group work)

- Select four children to model the game in front of the class.
- One child says *Go to the window*. The other 3 pretend to walk to the window, while staying in place.
- The child continues giving commands until you clap your hands. Another child becomes the leader and begins to call out commands.
- After playing the game once with the 4 children at the front of the class, organise all the children in the class in groups of 4.
- One child in each group calls out commands and the others act them out.
- Continue the game, clapping your hands every minute to change the leader.



Activity 2: Textbook role Play (Pairs).

- Children describe to their partner what is happening on the textbook pages, identifying classroom objects. Walk around the classroom to check if children are using the target language.

Keynote p. 19

Success p. 25

New Primary pp. 16, 17

Progressive pp. 2,3,4,5

EVALUATION

5 minutes

Name a classroom object using *my* or *your*. Ask children to point at it.

HOMEWORK

Children play Simon says at home with their siblings or family members.



Week 6 – Welcome to School and Classroom objects - Week at a glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New Learning	People and objects in our school	People and objects in our school	People and objects in our school	People and objects in our school	People and objects in our school	People and objects in our school	People and objects in our school
New structures & vocabulary	He She Boy Girl Who is he / she? He is my friend. She is my friend.	He She Boy Girl Who is he / she? He is / she is ... Friend	Who is he / she? He is / she is ... Class Teacher Children He is a friend. She is a friend.	Who is he / she? He is / she is ... Class Teacher Children He is a friend. She is a friend.	Who is he / she? He is / she is ... Class Teacher Children He is a friend. She is a friend.	Who are you? I am a boy. I am a girl. I am I am your friend. Head Teacher	Who are you? I am a boy. I am a girl. I am I am your friend. Head Teacher
Letter names	None	None	None	None	None	None	None
Games	Who is she? game Who is he? game Pass the pen game	Stand Up Game Who Has My Pen? game	Good morning game? Guess who? game Who is she/he? game	Pass and Answer game	Pass and Answer game	Knock, Knock, Who are you? Pass and Answer Leader game	Knock, Knock, Who are you? Pass and Answer
Songs, chants	The Hello Song, Who Is She? Who Is He?	Who Is She? Who Is He?	The Hello Song, Who Is She? Who Is He?	Good Morning, Good Evening Song Who Is She/he?	Who Is She? Who Is He?	The Hello Song, Who Is She/he? Who Are You?	Who Is She? Who Is He? Who Are You?
TEXTBOOKS							
Keynote English	p. 14	p. 14	p. 14	p. 14	p. 14	p. 27	p. 27
Success	pp. 1-3	pp. 1-3	pp. 1-3	p. 6	p. 6	pp. 20, 21	p. 20, 21
New Primary English	p. 1	p. 1	pp. 1-3	pp. 1-3	pp. 1-3	p. 25	p. 25
Progressive	pp. 24-26	pp. 24-26	pp. 24-26	pp. 28-29	pp. 28-29	pp. 28-29	pp. 28-29



LESSON 1: WHO IS THIS? THIS IS.....? HE IS...SHE IS...

By the end of the lesson, pupils will be able to:

- Name the children in their classroom by saying *This is...*
- Identify boys and girls in the class.
- Introduce someone in the class and say *He is my friend, She is my friend.*

Key content:

- Who is she? Who is he?
- He is...
- She is ...
- Friend

Teaching Aids:

- Audio lesson (E-P1-T1-W6-L1).
- Phone and speakers.

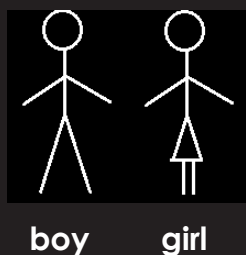
Teaching tip

When using textbooks with the children, model how to open and close the textbooks, allow them time to look at the pictures, and talk about what they see.

BEFORE THE AUDIO PROGRAMME

- Have 5 boys and 5 girls stand in a line in the front of the class.
- Point to each child and say *boy* or *girl*. Have the class repeat.
- Tell the children to change places in the line.
- Without speaking point at each child and have the children call out *boy* or *girl*.
- Have the children change places and repeat the activity.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1: Game – *Pass the pencil* (Whole class)

- Choose 5 children to model the game. Have them stand in a circle and pass a pen to each other, over and over again.
- When you clap your hands, children stop passing the pen.
- Look at the child holding the pen and ask: *Who is that?*
- The class answer: *He is (name of boy), He is a boy, or She is (name of girl). She is a girl.*
- The children begin passing the pencil again and the game continues.

Activity 2: *This is my friend* – (Groups of 5)

- Select 5 children to model the activity in front of the class. Choose 1 to be the leader.
- The leader points to the first child and says *Who is she?* or *Who is he?*
- The other children in the group propose answers, for example *This is ..., he is a boy, he is my friend* or *This is ... she is a girl, she is my friend.*
- The leader continues asking questions *Who is she?* or *Who is he?* until you clap to indicate it is the turn of the next child to be the leader. She/he continues the game.
- After modeling, organise the children into groups of 5. Select 1 to be the leader and start the game. After 1 minute, clap your hands to signal to the groups to change leaders.

LESSON 2: THIS IS...SHE/HE IS A GIRL (BOY)...SHE/HE IS MY FRIEND

By the end of the lesson, pupils will be able to:

- Name the children in their classroom using *This is....*
- Identify or introduce someone in the class and say they are their friend.

Key content:

- Who is she? Who is he?
- He is...
- She is ...
- Friend

WARM UP

5 minutes

Children stand up and sing the *Hello Song* with actions.

REVIEW

5 minutes

Play the *Stand Up* game. Vary the game by giving instructions for boys only, girls only and for both, for example: *Boys, stand up! Girls, sit down! Boys and girls stand up!*

PRESENTATION

10 minutes

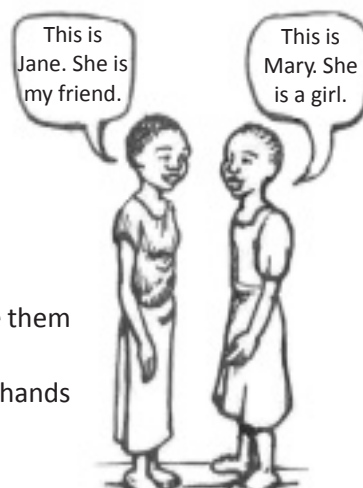
- Ask a girl to come to the front of the classroom.
- Shake hands with the girl and introduce her to the class saying
 - o *This is*
 - o *She is a girl.*
 - o *She is my friend.*
- Repeat the action, asking the class to repeat each sentence.
- Invite alternately a boy and a girl to come to the front of the classroom and repeat the activity.

APPLICATION

15 minutes

Activity 1: Introduce your friend (Pairs)

- Invite children, in groups of 2, to come to the front of the class and introduce their friend saying: *This is ..., he is a boy, he is my friend* or *This is..., she is a girl, she is my friend.*
- Repeat the activity with other pairs of children.



Activity 2: Pass the Pencil (Whole class)

- Show the class classroom objects (including a pen) and have them name each object.
- Invite 5 children to line up in front of the class with their hands behind their backs.
- Put one object in the hands of each child.
- When you clap your hands, have the children show their object to the class.
- Invite a child to point to the child who has the pencil and identify them by saying *This is ..., he is a boy, he is my friend* or *This is..., she is a girl, she is my friend.*
- Repeat the activity again with another group of five children.

EVALUATION

5 minutes

Have children sing the *Who is she? Who is he?* chant.

HOMEWORK

Children teach the *Who is she? Who is he?* chant to their siblings.





LESSON 3: GOOD MORNING/AFTERNOON/NIGHT, TEACHER

By the end of the lesson, pupils will be able to:

- Name the children in their classroom.
- Greet their teacher, greet each other, and respond to greetings.

Key content:

- *Good morning, class*
- *Good morning, teacher*
- *Teacher*
- *Children*
- *Class*

Teaching Aids:

- Audio Lesson (E-P1-T1-W6-L3).
- Phone and speakers.

Teaching tip

To avoid wasting valuable teaching time when organizing pair work ask the children to work with the child sitting next to them. If they always work with the same person, the amount of instructional time needed to put children in pairs will be reduced.

BEFORE THE AUDIO PROGRAMME

- Ask the children to give all the new words or expressions they learned in the last lessons.
- Invite pairs of children to introduce their friend to the class.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1: Good Morning Game (Whole Class)

- Select 4 children to model the activity in front of the class.
- Ask the 4 children to sit at the desk and pretend they are sleeping.
- When you say *Good morning, class*, they wake up, stretch and say *Good morning, Teacher*.
- When you say *Good afternoon, class*, they stand up and say *Good afternoon, Teacher*.
- When you say *Good night, Class*, they put their heads back on the desk pretending they are asleep, while saying *Good night, Teacher*.
- Repeat the activity with the whole class.

Activity 2: Guess Who? Game – (Whole Class)

- Invite 2 boys and 2 girls to the front of the class. Select 1 to be the leader.
- Have the leader introduce the 3 children with *This is..., He is a boy / She is a girl*.
- Have the leader close his/her eyes.
- Have 1 of the remaining 3 children turn his/her back to the class and face the chalkboard.
- Ask the leader to open their eyes and name the child who is facing the chalkboard saying, *This is ... He is a boy / She is a girl*. Repeat the activity asking another group to the front of the class.



LESSON 4: GOOD MORNING/AFTERNOON/EVENING, CLASS!

By the end of the lesson, pupils will be able to:

- Greet their teacher, greet each other, and respond to greetings.
- Identify boys and girls in pictures.
- Role-play a dialogue.

Key content:

- Good morning
- Good afternoon
- Good evening
- Good night

WARM UP

5 minutes

Children stand up and sing the *Good morning, good evening song*.

REVIEW

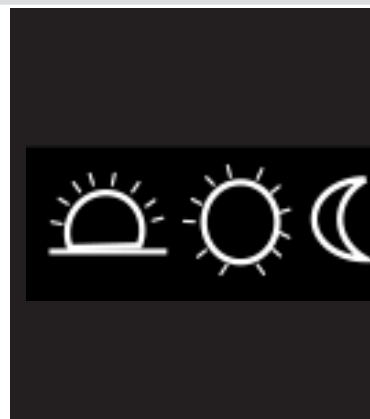
5 minutes

Invite pairs of children to introduce their friend to the class.

PRESENTATION

10 minutes

- Put drawings on the board and explain that you are going to practice greeting each other.
- Point at the sun coming up and say *Good morning, class!* Have the children respond with *Good morning, teacher!*
- Repeat several times with whole class, then have small groups repeat and finally have individuals repeat.
- Point at the full sun and repeat the activity above with *Good afternoon, class!*
- Point at the moon and repeat the activity above with *Good evening, class!*
- Repeat a final time with *Good night, class!*



APPLICATION

15 minutes

Activity 1 : Pass and answer (Whole group)

- Pass a ball (or some other object) to a child in the class and say *Good morning, class!*
- The child receiving the ball answers *Good morning, Teacher!* and passes the ball (or the object) back to you.
- Repeat the activity using *Good morning, Good afternoon, Good evening, etc.*

Activity 2: Textbook – illustrations of classrooms (Pairs)

- Have the children identify what they see in the illustrations in their textbooks on greetings.
- Move around the classroom asking the children to *Point at the teacher* or *Show me a boy, Show me a girl, Point at the class*.
- Monitor to see who can identify the appropriate people.
- Have children work with a partner to invent a dialogue or role play for one of the illustrations.
- Have some pairs present their dialogue to the class.
- Repeat with other illustrations.



Keynote p. 14

Success p 6

New primary pp. 1-3

Progressive pp. 28-29

EVALUATION

5 minutes

Have children sing *Who is she? Who is he?* chant.

HOMEWORK



Have children greet friends using their new greetings.

LESSON 5: GOOD MORNING/AFTERNOON/EVENING, CLASS!

By the end of the lesson, pupils will be able to:

- Greet their teacher, greet each other, and respond to greetings.
- Identify people in pictures – *boy, girl, teacher, class.*

Key content:

- Good morning
- Good afternoon
- Good evening
- Good night

WARM UP

5 minutes

Who is she? Who is he? chant



REVIEW GAME - Pass and answer

5 minutes

- Put the drawings on the board. Point at the sun coming up, pass a ball (or some other object) to a child in the class and say *Good morning, class!*
- The child receiving the ball answers *Good morning, Teacher!* and passes the ball (or the object) back to you.
- Repeat the activity using *Good afternoon, Good evening, etc.*

PRESENTATION

10 minutes

Point at the drawing of the sun coming up, walk around the class, shake hands with children and greet them using their name (*Good morning, Betty*).

- Repeat the same activity with *Good afternoon* and the drawing of the full sun.
- Repeat the activity a third time with *Good evening* and the drawing of the moon.
- Repeat a final time with *Good night*.

APPLICATION

15 minutes

Activity 1: Be the Teacher (Whole class)

- Ask a girl to come in front of the class and be the teacher.
- The child greets the class saying *Good morning, class!*
The class responds with the correct greeting.
- She repeats the activity with *Good Afternoon, Good evening etc.*
- After one minute, a boy becomes the teacher.
- Repeat the activity again asking another boy and girl. *Good evening, class!*



Activity 2: Textbook – illustrations of people greeting each other (Pairs)

- Have the children identify what they see in the illustrations in their textbooks on greetings.
- Move around the classroom asking the children to *Point at the teacher* or *Show me a boy, Show me a girl, Point at the class*. Monitor to see who can identify the appropriate people.
- Have children work with a partner to invent a dialogue for one of the illustrations.
- Have some pairs present their dialogue to the class. Repeat with other illustrations.

Keynote p. 27

Success pp. 20, 21

New Primary pp. 25

Progressive pp. 28-29

EVALUATION

5 minutes

Invite pairs of children to practice their role-play in front of the class.

HOMEWORK



Children practice greeting their family at home.



LESSON 6: WHO ARE YOU? I AM THE HEAD TEACHER

By the end of the lesson, pupils will be able to:

- Introduce themselves to the class.
- Say if they are a boy or a girl using *I am a boy.* or *I am a girl.*
- Practice greetings using role play.

Key content:

- Who are you?
- I am
- I am a boy
- I am a girl
- I am your friend
- Head Teacher

Teaching Aids:

- Audio Lesson (E-P1-T1-W6-L6).
- Phone and speakers.

Teaching tip

Next week you will need alphabet flashcards. A flashcard is a piece of card (or a piece of rice sack) showing a number, letter, picture, word, question or other piece of information.

A

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BEFORE THE AUDIO PROGRAMME

- Children stand and say the *Who is She? Who is He?* chant.
- Have the girls repeat the chant, then the boys.
- Ask the boys and girls to repeat the chant together.

DURING THE AUDIO PROGRAMME

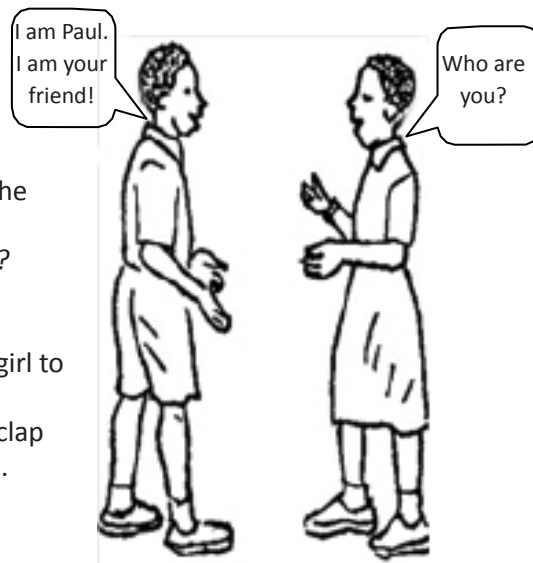
AFTER THE AUDIO PROGRAMME

Activity 1: Game - Knock, Knock, Who are you? (Whole Class)

- Have a child go outside, close the classroom door and then knock on the door.
- Ask loudly: *Who are you?*
- Help the child answer *I am..., I am your friend.*
- Open the door and greet the child.
- Have a boy and a girl come to the front and repeat the activity.
- The boy knocks on the door and the girl asks *Who are you?*
- The boy answers *I am I am your friend.*
- The girl opens the door and greets the boy.
- Repeat the activity asking other pairs of boys and girls.

Activity 2: Leader Game! (Groups of 5)

- Select 5 children to model the activity in front of the class. Pick one to be leader.
- The leader points to a child and says *Who are you?*
- The child responds *I am ..., I am your friend.*
- The leader repeats with each child.
- Organise the children into groups of five. Select a girl to be the leader of each group.
- Have the groups start the activity. After 1 minute, clap your hands to tell to the groups to change leaders.
- Move around the classroom to help children.



LESSON 7: WHO ARE YOU? I AM....

By the end of the lesson, pupils will be able to:

- Introduce themselves to the class.
- Say if they are a boy or a girl.
- Identify people in pictures: *boy, girl, teacher, class.*

Key content:

- Who are you?
- I am ...
- I am a boy.
- I am a girl.
- I am your friend.
- Head Teacher

WARM UP

5 minutes

- Children stand and say the *Who are you?* chant.
- Have the girls repeat the chant, then the boys.

REVIEW Game - Pass and answer

5 minutes

- Pass a ball (or some other object) to a child in the class and ask: *Who are you?*
- The child receiving the ball answers *I am.....* and passes the ball back to you.
- Repeat, passing the ball to an equal number of boys and girls.

PRESENTATION

10 minutes

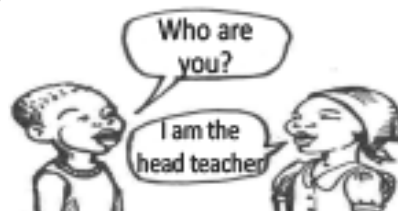
- Tell the class you are going to pretend to be the head teacher.
- Say: *I am the head teacher. Good morning, class.*
- Encourage the children to say *Good morning, Head teacher!*
- Repeat several times. Then change the greeting to *Good afternoon* and *Good evening*.

APPLICATION

15 minutes

Activity 1: Game - Knock, Knock, Who are you? (Whole Class)

- Have a child go outside and knock on the door.
- Ask the child: *Who are you?*
- Help the child respond *I am the head teacher.*
- Open the door, tell the class to stand up and say: *Good morning, Head teacher.*
- Repeat the activity asking other boys and girls to be the head teacher.



Activity 2: Textbook – illustrations of people greeting each other (Pairs)

- Have the children identify what they see in the illustrations in their textbooks on greetings.
- Move around the classroom asking the children to *Point at the teacher* or *Show me a boy, Show me a girl, Point at the class.* Monitor to see who can identify the appropriate people.
- Have children work with a partner to invent a dialogue or role play for one of the illustrations.
- Have some pairs present their dialogue to the class.
- Repeat with other illustrations.

Keynote p. 45

Success p. 42

New Primary p. 50

Progressive pp. 28-29

EVALUATION

5 minutes

Invite pairs of children to practice their dialogue in front of the class.

HOMEWORK

Children practice *Knock, Knock. Who are you?* with their family.



Week 7 – Me! - Week at a glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New Learning	Classroom objects and letters A to D	Classroom objects and letters A to D	Classroom objects and letters E to I	Classroom objects and letters E to I	Classroom objects and letters E to I	Classroom objects and letters J to L	Classroom objects and letters J to L
New structures & vocabulary	What is next? Sun Bag Book Chalk Duster	What is next? Sun Bag Book Chalk Duster	What is next? Sun Stone Tree Uppercase Lowercase	What is next? Sun Stone Tree Uppercase Lowercase	What is next? Sun Stone Tree Uppercase Lowercase	What is next? Tree Sun Flag Uppercase Lowercase	What is next? Tree Sun Flag Uppercase Lowercase
Letter names	Aa, Bb, Cc, Dd	Aa, Bb, Cc, Dd	Ee, Ff, Gg, Hh, Ii	Ee, Ff, Gg, Hh, Ii	Ee, Ff, Gg, Hh, Ii	Jj, Kk, Ll	Jj, Kk, Ll
Games	<ul style="list-style-type: none"> • Pointing game • Show me • What is this • What is next? • Touch the Chalkboard • Alphabet Shout 	<ul style="list-style-type: none"> • Pointing Game • Show me • What is this • What is next? • Touch the Chalkboard • Alphabet Shout 	<ul style="list-style-type: none"> • Pointing Game • Show me • What is this • What is next? • Touch the Chalkboard • Alphabet Shout 	<ul style="list-style-type: none"> • Pointing Game • Show me • What is this • What is next? • Touch the Chalkboard • Alphabet Shout 	<ul style="list-style-type: none"> • Pointing Game • Show me • What is this • What is next? • Touch the Chalkboard • Alphabet Shout 	<ul style="list-style-type: none"> • Pointing Game • Show me • What is this • What is next? • Touch the Chalkboard • Alphabet Shout 	<ul style="list-style-type: none"> • Pointing Game • Show me • What is this • What is next? • Touch the Chalkboard • Alphabet Shout
Songs, chants	Who are You? Alphabet Song	Alphabet Song	Alphabet Song	Alphabet Song	Alphabet Song	Alphabet Song	Alphabet Song
TEXTBOOKS							
Keynote English	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69
Success	pp. 63, 64	pp. 63, 64	pp. 63, 64	pp. 63, 64	pp. 63, 64	pp. 63, 64	pp. 63, 64
New Primary English	pp. 88, 89	pp. 88, 89	pp. 88, 89	pp. 88, 89	pp. 88, 89	pp. 88, 89	pp. 88, 89
Progressive	pp.4,5	pp.4,5	pp.4,5	pp.4,5	pp.58, 59	pp.58, 59	pp.58, 59



LESSON 1: SUN, BAG, BOOK, CHALK...Aa, Bb, Cc, Dd

By the end of the lesson, pupils will be able to:

- Identify and name the letters of the alphabet.
- Name objects in the school environment.
- Sing the alphabet song.
- Listen and match letters and names.

Key content:

- Aa Bb Cc Dd
- Sun
- Bag
- Book
- Chalk
- Duster

Teaching Aids:

- Audio lesson (E-P1-T1-W7-L1).
- Phone and speakers.

Teaching tip

At the beginning of each lesson this week, print the alphabet on the chalkboard in upper and lower case.

Do not use cursive writing.

The introduction of this guid contains information on how to form lower and upper case print letters.

BEFORE THE AUDIO PROGRAMME

Print the alphabet on the blackboard, large enough for children at the back to see.
Explain to the children they will be learning the names of the letters today.

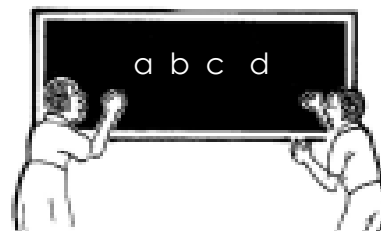
DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

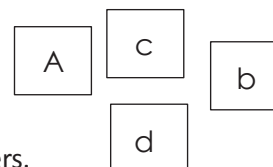
Activity 1: Touch the chalkboard game (Whole class)

- Write letters Aa, Bb, Cc and Dd on the board. Say the name, and ask the class to repeat the name.
- Have children call out letters as you point to them.
- Divide the class into two groups and have them form two lines, one on each side of the class.
- When you call out the name of the letter, the child at the head of each line must run up and touch that letter.
- The first child to touch the correct letter receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Call out the letters a, b, c and d in random order. Record the points for each team.



Activity 2: Alphabet Shout Out (Whole class)

- Use the alphabet flashcards with A, B, C, D, a, b, c, d.
- Divide the class into two groups and form two lines, one on each side of the class.
- Choose a flashcard at random and show it to the two groups.
- Give the flashcard to the first group to say the correct letter name.
- The game is over when the teacher has no more flashcards.
- Ask the group to show their flashcards, and say the name of the letters.
- Collect the flashcards.



LESSON 2: SUN, BAG, BOOK, CHALK...Aa, Bb, Cc, Dd

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Name objects in the school environment.
- Match uppercase and lowercase letters – Aa, Bb, Cc and Dd.
- Match letters and names.

Key content:

- Aa Bb Cc Dd
- Sun
- Bag
- Book
- Chalk
- Duster

REVIEW

5 minutes

Children stand up and sing the *Alphabet song*.

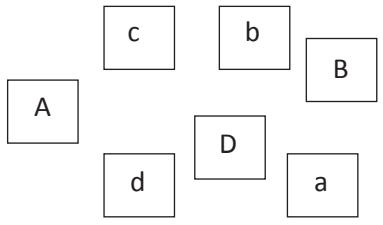
WARM UP

5 minutes

- Ask the class to point at the sun, a bag, a book, a chalk and a duster.
- Point at the sun, bag, chalk and duster and ask the class to say the words.

PRESENTATION

10 minutes

- Show the alphabet flashcards a, b, c, d and explain that the letters are lowercase letters.
 - Show the flash card 'a' to the class and say the letter name.
 - Ask the whole class to repeat the name.
 - Ask smaller groups to say the letter name.
 - Ask individuals to say the letter name
- 
- Continue using the other letters b, c, d.
 - Repeat the entire activity with the upper case letters.

APPLICATION

15 minutes

A

B

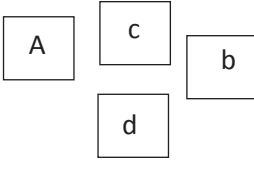
C

D

Activity 1: Matching Pairs (Whole class)

- Write the upper case letters A, B, C, and D on the board. Space them out across the board.
- Place the lower case flashcards, a, b, c, d on the table.
- Hold up a lower case flashcard, for example a.
- Children have to say the letter and point to the matching upper case letter on the board.
- Repeat the activity, going as quickly as possible.

Activity 2: Alphabet Shout Out (Whole class)

- Use the alphabet flashcards A, B, C, D, a, b, c, d.
 - Divide the class into two groups and have them form two lines, one on each side of the class.
 - Choose a flashcard at random and show it to the two groups.
 - Give the flashcard to the first group to say the correct name.
 - The game is over when the teacher has no more flashcards.
 - Ask the group to show their flashcards, and say the name of the letters.
 - Collect the flashcards.
- 

EVALUATION

5 minutes

Children stand up and sing the Alphabet Song.

HOMEWORK

Children teach their brothers and sisters the letters Aa, Bb, Cc and Dd.





LESSON 3: SUN, STONE, TREE...Ee, Ff, Gg, Hh

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Name objects in the school environment.
- Sing the alphabet song.
- Listen and match letters and names.

Key content:

- Ee Ff Gg Hh
- Sun
- Stone
- Tree

Teaching Aids:

- Audio Lesson (E-P1-T1-W7-L3).
- Phone and speakers.

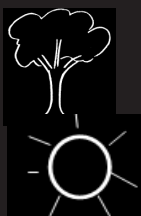
Teaching tip

Give the children opportunities to correct their mistakes, if a child gives an incorrect answer, say "That is not the right answer, try again."

BEFORE THE AUDIO PROGRAMME

Hold up the flashcards A, B, C, D, a, b, c, d (in random order.) Ask the class to call out the letter names. If you don't have flashcards, print letters on the board. Point randomly to letters and have the class call out letters.

DURING THE AUDIO PROGRAMME



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

AFTER THE AUDIO PROGRAMME

Activity 1: Alphabet Shout Out (Whole class)

- Use the alphabet flashcards A, B, C, D, E, F, G, H, a, b, c, d, e, f, g and h.
- Divide the class into two groups and have them form two lines, one on each side of the class.
- Choose a flashcard at random and show it to the two groups.
- Give the flashcard to the first group to say the correct name.
- The game is over when the teacher has no more flashcards.
- Ask the group to show their flashcards, and say the name of the letters.
- Collect the flashcards.

Activity 2: Touch the chalkboard game (Whole class)

- Write letters Ee, Ff, Gg and Hh on the board. Say the name of each letter, and ask the class to repeat.
- Have children call out letters as you point to them.
- Divide the class into two groups and have them form two lines, one on each side of the class.
- When you call out the name of the letter, the child at the head of each line must stand up and touch that letter.
- The first child to touch the correct letter receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Call out the letters e, f, g and h in random order.

LESSON 4: SUN, STONE, TREE...Ee, Ff, Gg, Hh

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alpha- bet.
- Match Uppercase and Lowercase letters
– Ee Ff Gg Hh Ii
- Name objects in the school environment.

Key content:

- Ee Ff Gg Hh Ii
- Sun
- Stone
- Tree

WARM UP

5 minutes

Children stand up and sing the *Alphabet* song.

REVIEW

5 minutes

- Ask the class to point at the *sun, stone, bag, tree, floor* and girl.
- Point at the sun, stone, bag, tree, floor and girl. The class calls out the word each time.

PRESENTATION

10 minutes



- Show the alphabet flashcards e, f, g, h, i. If you don't have flash cards, print the letters on the board. Explain that the letters are lowercase letters.
- Show the flash card 'e' (or point at e on the board) and say the letter name. Have chil- dren repeat after you (whole class, then smaller groups and finally individual children).
- Praise the class and continue using the other letters f, g, h, i.
- Repeat the entire activity with upper case letters E, F, G, H and I.

APPLICATION

15 minutes

Activity 1: Matching Pairs (Whole class)

- Print the upper case letters E, F, G, H and I on the board. Space them out on the board.
- Place the lower case flashcards, e, f, g, h and i on the table.
- Children have to say the letter and point at the matching upper case letter on the board.
- Repeat the activity, going as quickly as possible. This is a

Activity 2: Textbook (Pairs)

- Ask children to identify what they see in the pictures in the textbook.
- Say the names of the objects and the letter it begins with.
Have children point at each word you read.
- Move around the classroom asking the children to *Point at the letter...* or *Show me the letter.... Put your finger on the letter....*

Keynote pp. 68, 69

Success pp. 63, 64

New Primary pp. 88, 89

Progressive pp.58-59



EVALUATION

5 minutes

Have children sing the *Alphabet* song.

HOMEWORK



Children teach their brothers and sisters the letters Ee, Ff, Gg, Hh and Ii.

LESSON 5: WHAT IS NEXT?

By the end of the lesson, pupils will be able to:

- Identify letters of the alphabet.
- Put letters in alphabetical order.

Key content:

What is next?

WARM UP

5 minutes

Children stand up and sing the *alphabet* song.

REVIEW

5 minutes

A B C D E F G H I

a b c d e f g h i

- Put upper and lower case letters A to I on the board (see above). Point to a letter on the board. Children call out the name.
- Call out random letters from A to I. Children point to the letter on the board.

PRESENTATION

10 minutes

- Hold up the flashcard A (or print letter A on the board). Say the letter name, ask the class to repeat the name.
- Say: *What is the next letter?*
- Praise the children who say B. Hold up the letter B (or print letter B on board, next to A) say the letter name and ask the class to repeat the name.
- Continue with the flashcards (or print letters on the board), up to the letter I.
- Point at the letters and ask the children to say the names of the letters.
- Repeat the activity for lower case letters a to i.

APPLICATION

15 minutes

D H E A I F C B G

Activity 1: Game – *What is next?* Putting letters in order

- Pick up the set of uppercase flash cards, shuffle them or mix them up. If you don't have flash cards, print the uppercase letters on board, in mixed up order (see above).
- Show the letter A (from flashcards or from the board) and ask the class *What is next?*
- Praise the children who give the correct answer (B).
- Ask children to find the B flash card and place it beside the A ...or write the letter A on the board, have a child write the letter B next to A.
- Ask the class: *What is next?*
- Continue the activity until the letters are in alphabetical order.
- Repeat the activity with lower case letters.

Activity 2: Textbook (Pairs)

- Ask children to identify what they see in the pictures on the textbook pages.
- Read the names of the items for each letter. Have children point at each word you read.
- Move around the classroom asking the children to *Point at the letter ...or Show me the letter, Put your finger on the letter....*

Keynote pp. 68, 69

Success pp. 63, 64

New Primary pp. 88, 89

Progressive pp. 58-59

EVALUATION

5 minutes

Children stand up and sing the *Alphabet* Song.

HOMEWORK



Children sing the *Alphabet* song to a family member.



LESSON 6: WHAT IS NEXT? Jj, Kk, Ll

By the end of the lesson, pupils will be able to:

- Identify letters of the alphabet.
- Name objects in the school environment.
- Sing the alphabet song.
- Listen and match letters and names.

Key content:

- Jj, Kk, Ll
- What is next?
- Sun
- Flag
- Tree

Teaching Aids:

- Audio Lesson (E-P1 -T1 -W7 L6).
- Phone and speakers.

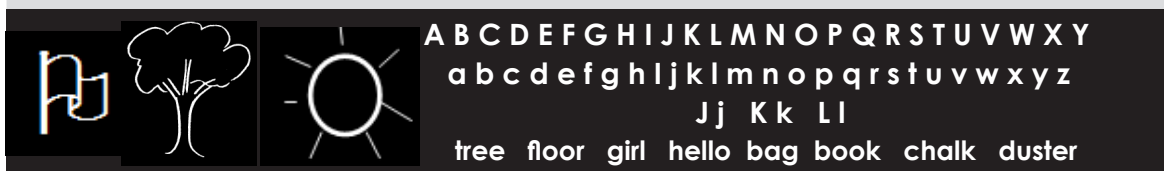
Teaching tip

The Fifteen Seconds Rule: Chalkboard drawings should be simple, clear and drawn quickly. It should take no longer than fifteen seconds to draw something on the board.

BEFORE THE AUDIO PROGRAMME

- Play *Point at...* with the *sun, stone, bag, tree, floor and girl*. Tell children to point at something, for example, *a girl*. Children do the action.
- Point at the sun, stone, bag, tree, floor and girl. Have children call out the words each time.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

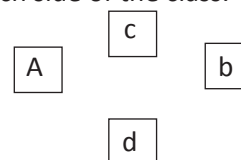
Activity 1: Touch the chalkboard game (Whole class)

- Write letters Jj, Kk, and Ll on the board. Say the name of each letter.
- Have children call out letters as you point at them.
- Divide the class into two groups and have them form two lines, one on each side of the board.
- When you call out the name of the letter, the child at the head of each line touches the letter.
- The first child to touch the correct letter receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Call out the letters in random order. Keep track of the points for each team.



Activity 2: Alphabet Shout Out (Whole class)

- Use the alphabet flashcards A, B, C, D, E, F, G, H, I, J, K, L, a, b, c, d, e, f, g, h, i, j, k and l.
- Divide the class into two groups and have them form two lines, one on each side of the class.
- Choose a flashcard at random and show it to the two groups.
- Give the flashcard to the first group to say the correct name.
- The game is over when the teacher has no more flashcards.
- Ask the group to show their flashcards, and say the name of the letters.
- Collect the flashcards.



LESSON 7: SUN, FLAG, TREE....Jj, Kk, Ll

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Name objects in the school environment.
- Match Uppercase and Lowercase letters – Jj Kk Ll.

Key content:

- Jj, Kk, Ll
- What is next?
- Sun
- Flag
- Tree

WARM UP

5 minutes

Children stand up and sing the *alphabet* song.

REVIEW

5 minutes

- Play *Point at ...* with the *sun, stone, bag, tree, floor and girl*. Tell children to point at something, for example a girl. They do the action.
- Point at the sun, stone, bag, tree, floor. Have children call out the words each time.

PRESENTATION

10 minutes

k l
Jj, k, lK

- Show the alphabet flashcards j, k, l. If you don't have flash cards, print the letters on the board. Explain that the letters are lowercase letters.
- Show the flash card 'j' (or point to j on the board) and say the letter name. Have children repeat after you (whole class, then smaller groups and finally individual children).
- Praise the class and continue using the other letters k and l.
- Repeat the entire activity with upper case letters J, K and L.

APPLICATION

15 minutes

Activity 1: Matching Pairs (Whole class)

- Write the upper case letters J, K and L on the board. Space them out across the board.
- Place the lower case flashcards j, k and l on the table.
- Hold up a lower case flashcard, for example j.
- Children have to say the letter and point at the matching upper case letter on the board.
- Repeat the activity, going as quickly as possible.

Activity 2: Textbook (Pair work)

- Ask children to identify what they see in the pictures in the textbook.
- Say the name of each object and the letter it begins with.
- Have children point at each word you read.
- Move around the classroom asking the children to *Point at the letter...* or *Show me the letter.... Put your finger on the letter...*



Keynote pp. 68, 69

New Primary pp. 88, 89

Success pp. 63, 64

Progressive pp. 58, 59

EVALUATION

5 minutes

Children stand up and sing the *Alphabet* song.

HOMEWORK

Children teach their family the letters Jj, Kk and Ll.



Week 8 – Me!- Week at a glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New Learning	Classroom objects and letters of the alphabet	Classroom objects and letters of the alphabet	Classroom objects and letters of the alphabet	Classroom objects and letters of the alphabet	Classroom objects and letters of the alphabet	Classroom objects and letters of the alphabet	Classroom objects and letters of the alphabet
New structures & vocabulary	Ball	Ball	Classroom	Classroom	Classroom	Office Outside	Office Outside
Letter names	Jj, Kk, Ll	Jj, Kk, Ll	Mm, Nn	Mm, Nn	Mm, Nn	Oo, Pp, Qq	Oo, Pp, Qq
Games	<ul style="list-style-type: none"> • Pointing game • Show me • What is this? • What is next? • Touch the Chalkboard • Point at the letter • Alphabet Soup 	<ul style="list-style-type: none"> • What is this? • What is next? • Touch the Chalkboard • Alphabet Soup 	<ul style="list-style-type: none"> • What is this? • What is next? • What letter is this? • What letter is missing? 	<ul style="list-style-type: none"> • Pointing Game • Show me • What is this? • What is next? • Touch the Chalkboard • Sorting Game 	<ul style="list-style-type: none"> • What is next? • Ordering game 	<ul style="list-style-type: none"> • Pointing Game • Show me • What is this? • What is next? • What letter is this? • What letter is missing? 	<ul style="list-style-type: none"> • Pointing Game • What is this? • What is next? • What letter is this? • Where is it? • Sorting game
Songs, chants	The Alphabet Song	The Alphabet Song	The Alphabet Song	The Alphabet Song	The Alphabet Song	The Alphabet Song	The Alphabet Song
TEXTBOOKS							
Keynote English	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69
Success	pp. 63, 64, 65	pp. 63, 64, 65	pp. 63, 64, 65	pp. 63, 64, 65	pp. 63, 64, 65	pp. 63, 64, 65	pp. 63, 64, 65
New Primary English	pp. 88, 89, 90, 91	pp. 88, 89, 90, 91	pp. 88, 89, 90, 91	pp. 88, 89, 90, 91	pp. 88, 89, 90, 91	pp. 88, 89, 90, 91	pp. 88, 89, 90, 91
Progressive	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59



LESSON 1: BALL...Jj, Kk, Ll

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Name objects in the school environment.
- Sing the alphabet song.
- Listen and match letters and names.

Key content:

- Jj Kk Ll
- Ball

Teaching Aids:

- Audio Lesson (E-P1-T1-W8-L1).
- Phone and speakers.

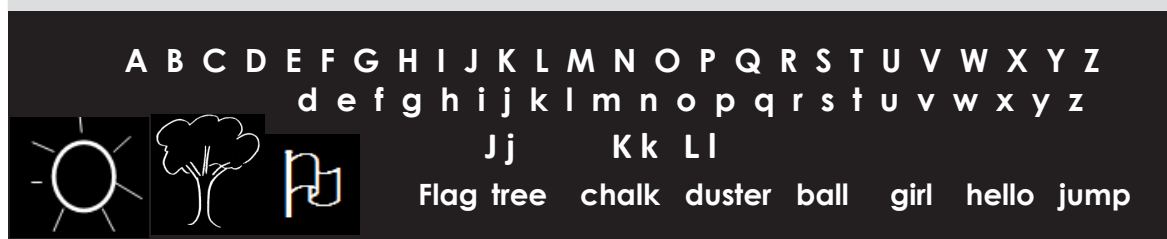
Teaching tip

There are a number of activities that can be done with flashcards, including Name the Flashcard, Point at the Flashcard, Touch the Flashcard, Order the flashcards, and Sort the flashcards. A simple set of alphabet or word flashcards can be used over and over again, in a variety of lessons.

BEFORE THE AUDIO PROGRAMME

- Print the alphabet on the blackboard, large enough for children at the back to see.
- Point to each letter, name it and let the children repeat the name.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1: Touch the chalkboard game (Whole class)

- Print letters J j, K k and L l on the board. Say the name of the letter and ask the class to repeat the name.
- Point randomly to letters. Have children call out letter names.
- Divide the class into two groups. Have them form two lines, one on each side of the class.
- When you call out the name of the letter, the child at the head of each line must try and touch that letter.
- The first child to touch the correct letter receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Call out the letters in random order. Keep track of the points for each team.



Activity 2: Alphabet soup game (Whole class)

- Give the alphabet flash cards to 5 children to distribute.
- As the class sings the 'Alphabet Song', the 5 children distribute the cards to their classmates (no more than 1 card per child).
- When you clap your hands, the singing stops.
- The children who received a flash card come to the front, arrange themselves in alphabetical order and hold their flash cards so the class can see.
- The class reads the flashcards, tells the children if they are in correct order and if not, where they should be.
- Collect the flashcards and repeat the activity.



LESSON 2: BALL...Jj, Kk AND Ll

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alpha- bet.
- Match Uppercase and Lowercase letters – Jj Kk Ll
- Match letters and names.

Key content:

- Jj Kk Ll
- Ball

WARM UP

5 minutes

Children stand up and sing the *Alphabet song*.

REVIEW

5 minutes

- Hold up the flashcards A to L. Ask the children to say the letter names.
- If you don't have flashcards print the letters A to L on the board. Have children call out the name of each letter you point at.

PRESENTATION

10 minutes

j k l J K L

- Show the alphabet flashcards j, k and l. If you don't have flash cards, print the letters on the board. Explain that the letters are lowercase letters.
- Show the flash card 'j' (or point at j on the board) and say the letter name. Have children repeat after you (whole class, then smaller groups and finally individual children).
- Praise the class and continue using the other letters k and l.
- Repeat entire activity with upper case letters J, K and L.

APPLICATION

15 minutes

J K L

Activity 1: Matching Pairs (Whole class)

- Write the upper case letters J, K and L on the board. Space them out across the board.
- Place the lower case flashcards j, k and l on the table.
- Hold up a flashcard, for example, j.
- Children have to say the letter and point to the matching upper case letter on the board.
- Repeat the activity, going as quickly as possible.

Activity 2: Alphabet soup game (Whole class)

- Give the alphabet flash cards to 5 children to distribute.
- As the class sings the 'Alphabet Song', the 5 children distribute the cards to their classmates (no more than 1 card per child).
- When you clap your hands, the singing stops.
- The children who received a flash card come to the front, arrange themselves in alphabetical order and hold their flash cards so the class can see.
- The class reads the flashcards, tells the children if they are in correct order and if not, where they should be.
- Collect the flashcards and repeat the activity.



EVALUATION

5 minutes

Children stand up and sing the Alphabet Song.

HOMEWORK

Children teach their brothers and sisters the letters Jj, Kk and Ll.





LESSON 3: Mm, Nn

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Sing the alphabet song.
- Listen and match letters and names.

Key content:

Mm Nn

Teaching Aids:

- Audio Lesson (E-P1-T1-W8-L3).
- Phone and speakers.

Teaching tip

Try to display pictures of children's drawings in the classroom. Write a label for each one, for example, girl, boy, cow, dog. The children will then have reading material around them.

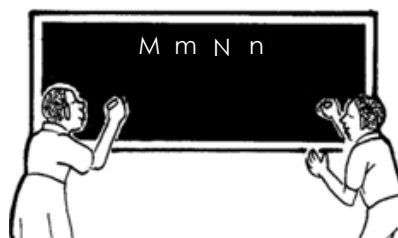
BEFORE THE AUDIO PROGRAMME

Hold up the flashcards J, j, K, k, L, l (in random order). Ask the class to call out the letter names. If you don't have flashcards, print letters on the board. Point randomly at letters and have the class call them out.

DURING THE AUDIO PROGRAMME

Activity 1: Touch the chalkboard game (Whole class)

- Print letters M, m, N, n on the board. Say the name of each letter, and ask the class to repeat.
- Point randomly at letters. Have children call out names.
- Divide the class into two groups. Have them form two lines, one on each side of the class.
- When you call out the name of a letter, the child at the head of each line must run up and touch that letter.
- The first child to touch the correct letter receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Call out the letters in random order.



A B C ... E F G H I J K L M N

Activity 2: What letter is missing? (Whole class)

- Print the letters A to N on the chalkboard.
- Ask the children to say the name of the letters as you write them.
- Ask the class to close their eyes.
- Rub out one of the letters.
- Have the class open their eyes and ask "What letter is missing?"
- Praise the children who raised their hand to answer the question.
- Print in the missing letter.
- Ask the children to close their eyes again. Repeat the activity, rubbing out a new letter.



LESSON 4: UPPER AND LOWER CASE LETTERS

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alpha- bet.
- Sort uppercase and lowercase letters.
- Match letters and names.

Key content:

- Go
- Come
- Listen

WARM UP

5 minutes

Children stand up and sing the *Alphabet* song.

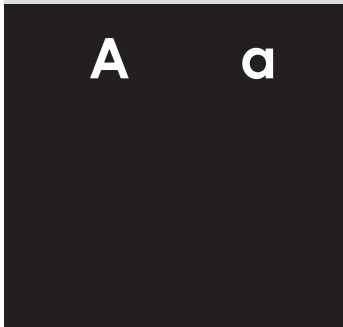
REVIEW

5 minutes

- Print the letters of the alphabet on the chalkboard. Point at each letter, name it and have the children repeat the name.
- Point at the letters randomly. Have the class call out the letter names.

PRESENTATION

10 minutes



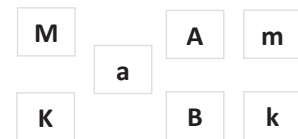
- Print the letter 'A' on the left hand side of the chalkboard, in big writing. Explain that it is an uppercase letter and it is used at the beginning of sentences and for the first letter in people's names.
- Write 'a' on the right hand side of the chalkboard in big writing. Explain that it is a lowercase letter and when it is used.
- Show some of the alphabet flashcards to the class. (Or print other lower and upper case letters on the board.)
- Ask them if they are uppercase or lowercase letters.

APPLICATION

15 minutes

Activity 1: Sorting Activity (Whole class)

- Print larger upper case 'A' on the left side of the board and lower case 'a' on the right side of the board.
- Mix uppercase and lowercase A to Z Flashcards together.
- Distribute the flashcards, 1 flashcard per child.
- Tell the children if they have an uppercase letter, they should stand by the 'A' on the board.
- If they have a lowercase letter they should stand by 'a' on the board.
- Check if the children are in the correct place. If they are not in the correct place, show them where to stand.
- Collect the flashcards, shuffle them and repeat the activity.



Activity 2: Textbook (Pairs)

- Ask children to identify what they see in the pictures on the textbook pages.
- Read the names of the items for each letter. Have children point at each word you read.
- Move around the classroom asking the children to *Point at the letter ... or Show me the letter.... Put your finger on the letter....*

Keynote pp. 68, 69

New Primary pp. 88 to 91

Success pp. 63, 64, 65

Progressive pp. 58, 59



EVALUATION

5 minutes

Have children sing the *Alphabet* song.

HOMEWORK



Children teach their brothers and sisters the letters M m, N n.

LESSON 5: WHAT IS NEXT?

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alpha- bet.
- Put letters in alphabetical order.

Key content:

What is next?

WARM UP

5 minutes

Children stand up and sing The *Alphabet* song.

REVIEW

5 minutes

A B C D E F G H I J K L M N a b c d e f g h i j k l m n

- Put upper and lower case letters A to N on the board (see above). Point to a letter on the board. Children call out the name. (Note: This can be done with flashcards, if you have them.)
- Call out random letters from A to N. Children point at the letter on the board.

PRESENTATION

10 minutes

- Hold up the flashcard A (or print letter A the on the board). Say the letter name, ask the class to repeat the name.
- Say: *What is the next letter?*
- Praise the children who say B. Hold up the letter B (or print letter B on the board, next to A) say the letter name and ask the class to repeat the name.
- Continue with the flashcards (or print letters on the board) up to the letter N.
- Point at the letters and ask the children to say the names of the letters.
- Repeat the activity for lower case letters a to n.

APPLICATION

15 minutes

N J D L H M E A I F C B G K A B

Activity 1: Putting letters in order (Whole class)

- Pick up the set of uppercase flash cards, shuffle them or mix them up. If you don't have flash cards, print the uppercase letters on the board, in mixed up order (see above).
- Show the letter A (from flashcards or from the board) and ask the class *what is next?*
- Praise the children who give the correct answer (B).
- Children find the B flash card and place it beside the A ...or the teacher prints the letter A on the board, underneath the line of mixed up letters and have a child write letter B next to A.
- Ask *What is next?*
- Continue until the letters are in alphabetical order. Repeat with lower case letters.

Activity 2: Textbook (Pairs)

- Ask children to identify what they see in the pictures on the textbook pages.
- Read the names of the items for each letter. Have children point at each word you read.
- Move around the classroom asking the children to *Point at the letter ... or Show me the letter... Put your finger on the letter....*

Keynote pp. 68, 69

Success pp. 63, 64, 65

New Primary pp. 88 to 91

Progressive pp. 58, 59

EVALUATION

5 minutes

Children stand up and sing the *Alphabet* song.

HOMEWORK

Children sing the *Alphabet* song to family members.





LESSON 6: OFFICE, OUTSIDE. Oo, Pp, Qq

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Name objects in the school environment.
- Sing the alphabet song.
- Listen and match letters and names.

Key content:

- Oo, Pp, Qq
- What is next?
- Office
- Outside

Teaching Aids:

- Audio Lesson (E-P1-T1-W8-L6).
- Phone and speakers.

Teaching tip

You will need a thick, black felt tip pen to write your flashcards.

It is important that children at the back of the class can read your writing.

BEFORE THE AUDIO PROGRAMME

Print the lower case letters - a to z - on the board. Point at a letter on the board and have children call out the name. (Note: This can be done with flashcards, if you have them.)

DURING THE AUDIO PROGRAMME

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
O o P p Q q

AFTER THE AUDIO PROGRAMME

Activity 1: Touch the chalkboard game (Whole class)

- Write letters O o, P p, Q q on the board. Say the name of each letter. Have the class repeat.
- Have children call out letters as you point at them.
- Divide the class into two groups and have them form two lines, one on each side of the class.
- When you call out the name of the letter, the child at the head of each line must run up and touch that letter.
- The first child to touch the correct letter receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Call out the letters in random order. Keep track of the points for each team.

Activity 2: What letter is missing? (Whole class)

- Print the letters A to N on the chalkboard.
- Ask the children to say the name of the letters as you write them.
- Ask the class to close their eyes.
- Rub out one of the letters.
- Have the class open their eyes and ask *What letter is missing?*
- Praise the children who raised their hand to answer the question.
- Print in the missing letter.
- Ask the children to close their eyes again. Repeat the activity, rubbing out a new letter.

A B C ... E F G H I J K L M N O P Q



LESSON 7: OFFICE, OUTSIDE, CLASSROOM.... Oo, Pp Qq

By the end of the lesson, pupils will be able to:

- Identify letters of the alphabet.
- Say where objects are located.
- Sort uppercase and lowercase letters.
- Match letters and names.

Key content:

- Oo, Pp Qq
- Classroom
- Office
- Outside

WARM UP

5 minutes

Children sing the Alphabet song

REVIEW

5 minutes

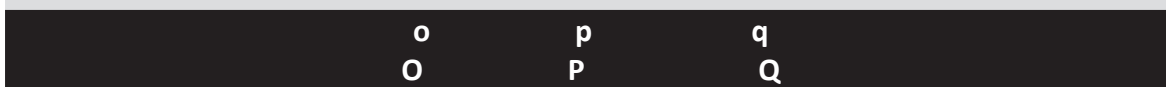
Play the game *What is this? Where is it?*



Draw or point at the *sun, stone, bag, tree, floor, flag, girl, boy, etc.* Point at each and ask: *What is this?* and then *Where is it?* Children call out the name of the object *This is a...* and where it is located: *It is in the classroom* or *It is outside the classroom.*

PRESENTATION

10 minutes



- Show the alphabet flashcards o, p, and q. If you don't have flash cards, print the letters on the board. Explain that the letters are lowercase letters.
- Show the flash card 'o' (or point at 'o' on the board) and say the letter name. Have children repeat after you (whole class, then smaller groups and finally individual children).
- Repeat the entire activity with lowercase and upper case letters O, P and Q.

APPLICATION

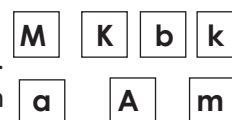
15 minutes

Activity 1: Sorting Activity (Whole class – Flashcards of upper and lower case letters)

- Print large upper case A on left side of the board and lower case a on the right side of the board.
- Mix uppercase and lowercase A to Z Flashcards together.
- Distribute the flashcards, 1 flashcard per child.
- If children have an uppercase letter, they stand by the upper case 'A' on the board.
- If they have a lowercase letter they stand by the lower case 'a' on the board.
- Check if the children are in the correct place. If they are not in the correct place,
- Collect the flashcards, shuffle them and repeat the activity.

Activity 2: Textbook (Pairs)

- Ask children to identify what they see in the pictures on the textbook pages.
- Read the names of the items for each letter. Have children point at each word you read.
- Move around the classroom asking the children to *Point at the letter ...* or *Show me the letter.... Put your finger on the letter....*



Keynote pp. 68, 69

Success pp. 63 to 65

New Primary pp. 88 to 91

Progressive pp. 58, 59

EVALUATION

5 minutes

Children stand up and sing the *Alphabet* song.

HOMEWORK



Children teach their family the letters O, P and Q.

Week 9 – Me! - Week at a glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New Learning	Commands: Walk, Run Rr, Ss, Tt	Commands: Walk, Run Rr, Ss, Tt	Commands: Read, Write Uu, Vv, Ww	Commands: Read, Write Uu, Vv, Ww	Commands: Read, Write Uu, Vv, Ww	Commands: Draw, Play Xx, Yy, Zz	Commands: Draw, Play Xx, Yy, Zz
New structures & vocabulary	Run Walk	Run Walk	Read Write	Read Write	Read Write	Draw Play	Draw Play
Letter names	Rr, Ss, Tt	Rr, Ss, Tt	Uu, Vv, Ww	Uu, Vv, Ww	Uu, Vv, Ww	Xx, Yy, Zz	Xx, Yy, Zz
Games	<ul style="list-style-type: none"> Stand up Game What is next? What letter is this? Pass and Answer Simon Says 	<ul style="list-style-type: none"> Find the Flashcard Clapping game Say and Mime 	<ul style="list-style-type: none"> Say and Mime Stand up What is next? What letter is this? Touch the chalkboard Simon says 	<ul style="list-style-type: none"> Find the Flashcard What letter is missing? 	<ul style="list-style-type: none"> What is next? Ordering Activity 	<ul style="list-style-type: none"> Stand up What is next? What letter is this? Touch the Chalkboard Simon Says 	<ul style="list-style-type: none"> What is next? Matching activity Find the flashcard
Songs, chants	Hello Song Happy Song Alphabet Song	Happy Song Alphabet Song	Happy Song Alphabet Song	Happy Song Alphabet Song	Happy Song Alphabet Song	Happy Song Alphabet Song	Happy Song Alphabet Song
TEXTBOOKS							
Keynote English	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69	pp. 68, 69
Success	pp. 63-65	pp. 63-65	pp. 63-65	pp. 63-65	pp. 63-65	pp. 63-65	pp. 63-65
New Primary English	pp. 88-91	pp. 88-91	pp. 88-91	pp. 88-91	pp. 88-91	pp. 88-91	pp. 88-91
Progressive	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59



LESSON 1: RUN, WALK...Rr, Ss, Tt

By the end of the lesson, pupils will be able to:

- Identify letters of the alphabet.
- Sing the alphabet song.
- Give and follow simple commands, for example, run and walk.

Key content:

- Rr, Ss, Tt
- *Run*
- *Walk*

Teaching Aids:

- Audio Lesson (E-P1-T1-W9-L1).
- Phone and speakers.

Teaching tip

Allowing children to play with letters in a variety of learning games helps to build their ability to quickly recognize letters. This is important for learning to read and write in English. Songs and games are great learning activities.

BEFORE THE AUDIO PROGRAMME

- Print the alphabet on the blackboard, large enough for children at the back to see.
- Point at each letter, name it and let the children repeat the name.

DURING THE AUDIO PROGRAMME

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
R r S s T t

AFTER THE AUDIO PROGRAMME

Activity 1: Game - Pass and answer – The alphabet (Whole class)

- Pass a ball (or some other object) to a child in the class and say *A!*
- The child receiving the ball says *B!* (the next letter) and passes the ball (or the object) back to you.
- Pass the ball to another child, who says “*C!*” and then passes the ball back to you.
- Continue until you have completed the alphabet.

Activity 2: *Simon says...*with *run, walk, etc.* (Whole class)

- Have all children stand up. Explain to them the rules of “Simon Says” (see week 5 lesson 2).
- Say an action learnt so far.
- Children only do the action when the sentence starts with *Simon says...* e.g. *Simon says write in your notebook.* If they hear a command that doesn’t start with *Simon says*, for example, *Run!* they should remain totally still and not even start doing the action.
- If the leader doesn’t say *Simon says* but the children do the action, they have to sit down. The last one standing wins.



LESSON 2: WALK, RUN...Rr, Ss, Tt

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Say the alphabet.
- Give and follow simple commands.

Key content:

- Rr, Ss, Tt
- *Run*
- *Walk*

WARM UP

5 minutes

Children stand up and sing the *Alphabet song*.

REVIEW

5 minutes

- Flashcards R, r, S, s, T, t

R	r
T	t
S	s

- Have children close their eyes.
- Place the Rr, Ss and Tt flashcards around the classroom.
- Have children open their eyes and find the letter Rr in the classroom.
- Repeat with letters Ss and Tt.

PRESENTATION

10 minutes

- Model the clapping chant for the class.
- Clap, clapA, Clap, clapB, Clap, clapC...
- Encourage the children to join in.
- Continue clapping and saying the letters until you reach the letter Z. Repeat the activity.

APPLICATION

15 minutes

Activity 1: Clapping the Alphabet

- Have children stand in a large circle.
- Begin the activity by having everyone clap twice and then you say letter A: *Clap, ClapA*
- Everyone then claps their hands twice: *Clap, Clap.....*
- The child standing to the right of the teacher says the letter B.
- Everyone claps their hands twice: *Clap, Clap.....*
- The next child in line says.... C.
- The game continues around the circle, with everyone clapping and the next child in line saying the next letter until they have finished the alphabet.

Activity 2: Say and Mime.

- Say: *Walk* and mime walking on the spot.
- Have the class repeat the word and practice miming walking.
- Say: *Run* and mime running on the spot. Have children repeat.
- Invite a boy to the front of the class and say: *run* or *walk*.

The other children repeat and mime.

- Repeat, alternating girls and boys at the front.



EVALUATION

5 minutes

Children stand up and sing the *Happy song*.

HOMEWORK

Children teach their brothers and sisters the *Happy song*.





LESSON 3: READ, WRITE... Uu, Vv, Ww

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Give and follow simple commands.
- Listen and match letters and names.

Key content:

- Uu, Vv, Ww
- *Read*
- *Write*

Teaching Aids:

- Audio Lesson (E-P1-T1-W9-L3).
- Phone and speakers.

Teaching tip

Try to use gestures when you teach young children. It helps the children remember vocabulary better. Use the same gesture every time you say a particular word or phrase. It will help children remember the word and what it means.

BEFORE THE AUDIO PROGRAMME: Game Say and Mime

- Call out commands like *Walk, Run, Open the door, Point at the pencil*, etc.
- Have children mime each action.

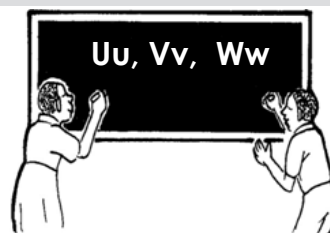
DURING THE AUDIO PROGRAMME

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
U u V v W w

AFTER THE AUDIO PROGRAMME

Activity 1: Touch the chalkboard game (Whole class)

- Print letters U u, V v, W w on the board. Point to letters, say the letter name and have children repeat.
- Point randomly to letters. Have children call out names.
- Have children form two lines, one on each side of the class.
- When you call out the name of a letter, the child at the head of each line must touch that letter.
- The first child to touch the correct letter receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Call out the letters in random order. Keep track of the points for each team.



Activity 2: Simon says...with *run, walk, read, write, etc.* (Whole class)

- Explain the rules of *Simon Says*. Children only do the action when the sentence starts with *Simon says...*, e.g. *Simon says write in your notebook*. If they hear a command that doesn't start with *Simon says*, for example, *Run!* they should remain totally still and not even start miming the action.

Simon says...write on the chalkboard!

- If the leader doesn't say *Simon says* but the children do the action, they have to sit down. The last one standing wins.



LESSON 4: Uu, Vv, Ww

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Recite letters of the alphabet in order.
- Listen and match letters and names.

Key content:

Uu, Vv, Ww

WARM UP

5 minutes

Children stand up and sing the *Happy* song

REVIEW

5 minutes

- Flashcards U, u, V, v, W, w

U

u

- Have children close their eyes.

V

v

- Place the Uu, Vv and Ww flashcards around the classroom.

- Have children open their eyes and find the letter U, u in the classroom.

W

w

- Repeat with the letters V v and W w.

PRESENTATION : TEXTBOOK

10 minutes

- Model the clapping chant for the class.
- *Clap, clapA, Clap, clapB, Clap, clapC...*
- Encourage the children to join in.
- Continue clapping and saying the letters until you reach the letter Z. Repeat the activity.

APPLICATION

15 minutes

Activity 1: What letter is missing? (Whole class)

A B C D E F G H I J K L M N O P ... R S T U V W X Y Z

- Print the letters A to Z on the chalkboard.
- Ask the children to say the name of the letters as you write them.
- Ask the class to close their eyes.
- Rub out one of the letters.
- Have the class open their eyes and ask *What letter is missing?*
- Praise the children who raised their hand to answer the question.
- Print in the missing letter.
- Ask the children to close their eyes again. Repeat the activity, rubbing out a new letter.



Activity 2: Textbook (Pairs)

- Ask children to identify what they see in the pictures on the textbook pages.
- Read the names of the items for each letter. Have children point to each word you read.
- Move around the classroom asking the children to *Point at the letter ...* or *Show me the letter...., Put your finger on the letter....*



Keynote pp. 68, 69

Success pp. 63, 64, 65

New Primary pp. 88 to 91

Progressive pp. 58, 59

EVALUATION

5 minutes

Have children sing the *Alphabet* song.

HOMEWORK

Children teach their brothers and sisters the *Happy* song.



LESSON 5: LETTERS A TO W

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alphabet.
- Put letters in alphabetical order.

Key content:

Letters A to W

WARM UP

5 minutes

Children stand up and sing the *Alphabet* song

REVIEW

5 minutes

A B C D E F G H I J K L M N O P Q R S T U V W
a b c d e f g h i j k l m n o p q r s t u v w

- Put upper and lower case letters A to W on board (see above). Point at a letter. Have children call out the name. (*Note: This can be done with flashcards, if you have them.*)
- Call out random letters from A to W. Children point to the letter on the board.

PRESENTATION - What is the next letter?

10 minutes

- Hold up the flashcard A (or print letter A on the board), say A and have children repeat.
- Ask: *What is the next letter?*
- Praise the children who say B. Hold up the letter B (or print letter B on the board, next to A), say the letter name and ask the class to repeat the name.
- Continue with the flashcards (or printing letters on the board), up to the letter W.
- Point at different letters. Have children call out the name of the letters.
- Repeat the activity for lower case letters a to w.

APPLICATION

15 minutes

V N J U O D L H M E Q A P I T F R C S B W G K
A B

Activity 1: Putting letters in order (Whole class)

- Pick up the set of uppercase flash cards, shuffle them or mix them up. If you don't have flash cards, print the uppercase letters on the board, in mixed up order (see above).
- Show the letter A (from flashcards or from the board) and ask the class *What is next?*
- Praise the children who give the correct answer (B).
- Children find the B flash card and place it beside the A ...or print the letter A on the board, underneath the line of mixed up letters and have a child write letter B next to A.
- Ask: *What is next?*
- Continue until the letters are in alphabetical order. Repeat with lower case letters.

Activity 2: Textbook (Pairs)

- Ask children to identify what they see in the pictures on the textbook page
- Read the names of the items for each letter. Have children point at each word you read.
- Move around the classroom asking the children to *Point at the letter ... or Show me the letter.... Put your finger on the letter....*

Keynote pp. 68, 69

Success pp. 63, 64, 65

New Primary pp. 88 to 91

Progressive pp.58, 59



EVALUATION

5 minutes

Children stand up and sing the *Alphabet* Song.

HOMEWORK

Children sing the *Alphabet* song to their family members.





LESSON 6: DRAW, PLAY.... Xx, Yy, Zz

By the end of the lesson, pupils will be able to:

- Identify and name letters of the alpha- bet.
- Give and execute simple commands, for example *draw* and *play*.

Key content:

- Xx, Yy, Zz
- *Draw*
- *Play*

Teaching Aids:

- Audio Lesson (E-P1-T1-W9-L6).
- Phone and speakers.

Teaching tip

Activities and games which use gestures and mime can be fun for the whole class. Have one child at a time mime his/her word while the rest of the class tries to guess it.

This is a good review activity.

BEFORE THE AUDIO PROGRAMME

- Call out commands like *Walk, Run, Jump. Read, Write, Open the door, Point at the pencil etc.*
- Have children mime each action.

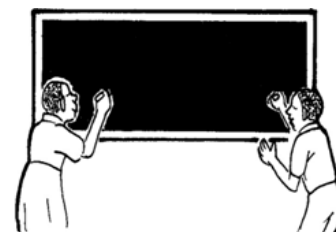
DURING THE AUDIO PROGRAMME

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
X x Y y Z z

AFTER THE AUDIO PROGRAMME

Activity 1: Touch the chalkboard game (Whole class)

- Write letters X x, Y y, Z z on board. Say the name of each letter. Have class repeat.
- Have children call out letters as you point to them.
- Have the children form two lines, one on each side of the class.
- When you call out the name of the letter, the child at the head of each line must touch that letter.
- The first child to touch the correct letter receives a point for their group. They then go to the back of their respective lines and the new children at the head of each line get ready to play.
- Call out the letters in random order. Keep track of the points for each team.



Activity 2: Simon says...with run, walk, read, write, draw etc.

(Whole class)

- Have all children stand up.
- Children only do the action when the sentence starts with *Simon says...*, e.g. *Simon says write in your notebook*. If they hear a command that doesn't start with *Simon says*, for example, *Run!* they should remain totally still and not even start doing the action.
- If the leader doesn't say *Simon says* but the children do the action, they have to sit down. The last one standing wins.



LESSON 7: DRAW, PLAY.... Xx, Yy, Zz

By the end of the lesson, pupils will be able to:

- Put letters in alphabetical order.
- Sort uppercase and lowercase letters.
- Give and follow simple commands, eg. *draw, play.*

Key content:

- Xx, Yy, Zz
- *Draw*
- *Play*

Teaching Aids:

Flashcards of upper and lower case letters

WARM UP

5 minutes

Sing the *Alphabet* song.

REVIEW

5 minutes

What is this? Where is it?

X

x

- Have children close their eyes.

Y

y

- Place the X, x, Y, y and Z, z flashcards around the classroom.

Z

z

- Have children open their eyes and find the letters X, x in the classroom.

- Repeat with the letters Y, y and Z, z.

PRESENTATION

15 minutes

V N J U O D L Z H M E Q Y A P I T F R C S B W G K X
A B

Putting letters in order (Whole class)

- Pick up the set of uppercase flash cards, shuffle them or mix them up. If you don't have flash cards, print the uppercase letters on the board, in mixed up order (see above).
- Show the letter A (from flashcards or from the board) and ask the class *What is next?*
- Praise the children who give the correct answer (B).
- Have children find and place B flashcard next to A ...or print the letter A on board, underneath the line of mixed up letters and have a child write letter B next to A.
- Ask: *What is next?*
- Continue until the letters are in alphabetical order. Repeat with lower case letters.

K	B	k	m
M	A	a	

APPLICATION

15 minutes

Activity 1: Matching Activity (Whole class) - Flashcards of upper and lower case letters

V N J U O D L Z H M E Q Y A P I T F R C S B W G K X
x a j q b i w r c v k p d z u l e t m f o g h n
s y

- Place the uppercase flashcards and the lower case flashcards on the table, or somewhere the class can see them. (If you do not have flash cards, put mixed up upper and lower case alphabet on board – see above.)
- Ask the children to find the Uppercase "A" and lowercase "a" and put them together. (If you are using the board, have the children draw a line from upper case A to lower case a.)
- Ask the class which letter comes next. Repeat the activity, until all the letters are matched.

Activity 2: Textbook (Pairs)

- Ask children to identify what they see in the pictures on the textbook pages.
- Read the names of the items for each letter. Have children point at each word you read.
- Move around the classroom asking the children to *Point at the letter ... or Show me the letter....Put your finger on the letter....*

Keynote pp. 68, 69

New Primary pp. 88 to 91

Success pp. 63 to 65

Progressive pp.58, 59

Term 2

Term 2 Week 2 – Review: Introductions and parts of the body - Week At A Glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New Learning	Review introducing yourself. Who am I?	Review introducing yourself. Who am I?	Who am I: what I like doing	Who am I: what I like doing	Parts of the body.	Parts of the body.	Words beginning with the letter B
New structures & vocabulary	Who are you? I am. Are you a boy or a girl? I am a boy/girl.	Who are you? I am. Are you a boy or a girl? I am a boy/girl.	What do you like to do? I like to cook, learn, etc.	What do you like to do? I like to cook, learn, etc.	Touch your, Lift your Hand, head, finger	Arm, leg, left, right	None
Letter names	Review alphabet Bb	Review alphabet Bb	Short /a/	Short /a/	Short /a/ Bb	Short /a/ Bb	Bb
Games	Pass the pencil Do this if you hear /b/	Do this if you hear /b/ What is the sound/letter?	Stand up if you hear short /a/ What is the sound/letter? Elastic word	Elastic word How many sounds?	Touch your... lift your... Elastic word How many sounds	Touch your... lift your... Make the word	Touch your... lift your...
Songs, chants	Hello Song Alphabet Song Letter /b/ chant	Hello song	Letter /a/ chant I like to		I like to Alphabet Letters /b/ /a/ chants	Alphabet Song Letters /b/ /a/ chants Vowel chant	Letters /b/ /a/ Chant
TEXTBOOKS							
Keynote English	pp. 10-13 (vocab) p. 68-69 (letters)	pp. 10-13 (vocab) p. 68-69 (letters)	p. 68-69 (letters)	p. 68-69 (letters)	pp. 73-76 (vocab) p. 68-69 (letters)	pp. 73-76 (vocab) p. 68-69 (letters)	pp. 73-76 (vocab) p. 68-69 (letters)
Success	p. 9-11 (vocab) p. 63 (letters)	p. 9-11 (vocab) p. 63 (letters)	p. 63 (letters)	p. 63 (letters)	pp. 69-72 (vocab) p. 63 (letters)	pp. 69-72 (vocab) p. 63 (letters)	pp. 69-72 (vocab) p. 63 (letters)
New Primary English	p. 6, 10 (vocab) p. 88,93,94 (letters)	p. 6, 10 (vocab) p. 88,93,94 (letters)	P. 101-105 (vocab) p. 88,93,94 (letters)	P. 101-105 (vocab) p. 88,93,94 (letters)	pp. 95-97 (vocab) p. 88,93,94 (letters)	pp. 95-97 (vocab) p. 88,93,94 (letters)	pp. 95-97 (vocab) p. 88,93,94 (letters)
Progressive	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59	pp. 58, 59



LESSON 1: WHO ARE YOU? I AM A GIRL/BOY

By the end of the lesson, pupils will be able to:

- Ask and answer the questions: *Who are you?* and *Are you a boy or a girl?*
- Identify words that begin with the sound /b/.

Key content:

- *What is your name?*
- *Who are you?*
- *My name is.....*
- *I am a girl*
- *I am a boy*

Teaching Aids:

- Audio Lesson (E-P1-T2-W2-L1).
- Phone and speakers.

Teaching tip

Organise the class into groups of children, for easy transition to group or pairs work.

BEFORE THE AUDIO PROGRAMME

- Greet your children using all the forms of greeting you know.
- Ask different children *What is your name?* and have them answer *my name is....* and say their name.

DURING THE AUDIO PROGRAMME

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
B b

AFTER THE AUDIO PROGRAM

Activity 1: Pass the Pencil – Groups of 4

- Have four children stand in a circle in front of the class and pass a pencil from one child to another, round and round.
- Clap your hands and ask: *who are you?* The child who is left holding the pencil has to say *My name is.....* and adds his or her name.
- Ask the children to resume passing the pencil around. Clap your hands and ask: *are you a boy or a girl?* The child who is left holding the pencil has to say *I am a.....* and adds boy/girl.
- Organise the class into groups of four children, with a pencil in each group.
- Repeat the above activity, but with all groups playing at the same time.



Activity 2: Pair work

- Put the children into pairs.
- Ask the children in each pair to ask and answer each other: *Who are you? My name is..... Are you a boy or a girl? I am a boy/girl.*
- After one minute clap your hands, have the children turn to a new partner and repeat the activity.

LESSON 2: WHO ARE YOU? ARE YOU A BOY OR A GIRL?

By the end of the lesson, pupils will be able to:

- Ask and answer the questions: *Who are you? Are you a girl or a boy?*
- Identify words that begin with the sound /b/.

Key content:

- *Who are you?*
- *My name is....*
- *I am a boy*
- *I am a girl*

WARM UP

5 minutes

Have children stand up and sing the *Hello* song. Have them shake hands with their partners and say their names at appropriate parts of the song.

REVIEW

5 minutes

- Walk around the classroom and ask different children: *What is your name?* and have them answer: *My name is _____* and say their name.
- Put children into pairs and have them ask each other: *What is your name?* and answer my name is _____.

PRESENTATION (AUDIO)

10 minutes

- Walk around the classroom, shaking hands with the children and asking *Who are you?* Help each child to respond with *My name is* Then ask *Are you a boy or a girl?* Help each child to respond with *I am a boy/ girl*. Repeat this activity several times.

- Invite a boy and a girl in front of the class to model:

A. *Hello, who are you?* B. *My name is (Jane).*

A. *Are you a boy or a girl?*

B. *I am a girl.*



APPLICATION

15 minutes

Activity 1: Pairs

- Ask children to ask each other *Who are you? My name is.....Are you a boy or a girl?*
- After 3 minutes, clap your hands, have children form a new pair and repeat the activity.

Activity 2: What is the sound? What is the letter? (Whole class)

- Tell the children to stand up when they hear a word that begins with the sound /b/.
- Say the following words slowly, each time checking to see that the children stand up when the word begins with the sound /b/: Boy, girl, ball, big, teacher, book, pencil, bag.
- Ask the children what sound is at the beginning of the word *boy?* (b)
- Ask children what letter makes the sound /b/?
- Write a big and small letter B b on the board, big enough for all children to see.
- Ask the children to stand up and show them how to write the letter b in the air with their finger while saying "b".

EVALUATION

5 minutes

Encourage children to say Activity 1 dialogue in front of the class.

HOMEWORK



Ask children to teach family members how to write the letter B b in the air with the finger.



LESSON 3: I LIKE TO....

By the end of the lesson, pupils will be able to:

- Introduce themselves and say what they like to do.
- Identify words that begin with the short /a/ sound.

Key content:

- *I like*
- *(to) learn*
- *(to) cook*
- *(to) sleep*

Teaching Aids:

- Audio Lesson (E-P1-T2-W2-L3).
- Phone and speakers.

Teaching tip

Hold your finger up high for all to see when showing children how to write a letter in the air with their fingers, face the board and encourage the children to follow as you write in the air.

BEFORE THE AUDIO PROGRAMME

Play *Do as I Say* with verbs learned during term 1: play, walk, read, jump, write, run, and clap.

DURING THE AUDIO PROGRAMME

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
A a

AFTER THE AUDIO PROGRAMME

Activity 1: Textbook (Pair work)

- Put children into pairs.
- Have the children describe to each other what is happening on the textbook pages.

Keynote

New Primary pp. 101-105
pp.14 -15

Success

Progressive

- Have children role play the situation they see in the textbook.
- Walk around the room to make sure that children are using the correct vocabulary: I like to.....



Activity 2: Counting the sounds in a word (Pair work)

- Organise the children in pairs and give each pair at least 3 beans or stones.
- Say a word and have children stretch the word, saying each sound e.g. Bag= bb...aaa...ggg.
- Ask children to put a bean or stone every time they say a sound e.g. Bag = bb...aaa...ggg = 3 stones or 3 beans.
- Repeat with the words *bed* and *bat*.

LESSON 4: WHO AM I? WHAT DO YOU LIKE TO DO?

By the end of the lesson, pupils will be able to:

- Say what they like to do: *I like to....*
- Identify words that begin with the short /a/ sound.

Key Content:

What do you like to do? I like to....
Learn, cook, sleep, sweep

WARM UP

5 minutes

Play the *Do as I Say* game. Say the word *jump* and all the children repeat the word and do or mime the action. Repeat with the words: *run, read, clap, and write*.

REVIEW

5 minutes

- Ask a girl and a boy to come to the front. Ask them: *what do you like to do?* and help them answer *I like to....*. Have them say the word and mime the action.
- Repeat with several pairs of children.

PRESENTATION

10 minutes

- Pick an illustration in the textbook. Ask children to describe what's happening in the illustration.
- Ask them: *Do you like... (to comb your hair)?*
- Explain to them that if it is something that they like to do, they answer: *I like to... (comb my hair)* and mime the action.
- Repeat with the next illustrations.

APPLICATION

15 minutes

Activity 1: Textbook - Role play (Pairs)

- Put children into A B pairs.

Keynote pp. 27, 78, 79

Success pp. 1-4, 20, 21

New Primary pp.101-105

Progressive pp. 14, 15

- Have children choose an illustration from their textbook and ask each other: *Do you like...* and answer *yes I like to....* and mime the action.
- Walk around to make sure children are using the target language structures.

Activity 2: Phonics (Pairs)

- Give each pair at least 3 beans or stones.
- Say a word and have children stretch the word, saying each sound.

Example: Bat = bb...aaa...ttt.

- Ask children to put a bean or stone every time they say a sound.

Example: Bat = bb...aaa...ttt = 3 stones or 3 beans.

- Repeat with the words *bag* and *big*.



EVALUATION

5 minutes

Ask children in pairs to open their books and find the letter A and the letter B.

Keynote pp. 68, 69

Success p. 63

New Primary pp. 88, 93, 94

Progressive pp. 58, 59

HOMEWORK



Ask children to show a family member how to say *I like to....* and they mime the action.



LESSON 5: PARTS OF THE BODY

By the end of the lesson, pupils will be able to:
Respond to commands: *touch your...* and *lift your...* eg. *lift your hand*.

Key content:

- *Touch your*
- *Lift your*
- *Finger*
- *Head*
- *Hand*

Teaching Aids:

- Audio Lesson (E-P1-T2-W2-L5).
- Phone and speakers.

Teaching tip

Teaching tip –Pair and group work provides children with an opportunity to practice their new vocabulary. Use it often during English classes.

BEFORE THE AUDIO PROGRAMME

Play: *Pass the pencil*. Give out four pencils. Children pass the pencil as you ask: *What do you like to do?* Allow the pencils to circulate. When you clap, the children holding the pencils stand up and answer *I like to....* and mime the action.

DURING THE AUDIO PROGRAMME

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
A a B b

AFTER THE AUDIO PROGRAMME

Activity 1: Touch your... Lift your.... (Whole class)

- Play the game *Touch your... Lift your....* With children using parts of the body learned.



Activity 2: Phonics (Pairs)

- Give each pair at least 3 beans or stones.
- Say a word and have children stretch the word, saying each sound.
Example: Cat= cc...aaa ttt.
- Ask children to put a bean or stone every time they say a sound. Example: Cat = cc...aaa...ttt =3 stones or 3 beans.
- Repeat with *apple* (a...p...l = 3 sounds) and *ant* (a...n...t = 3 sounds).



LESSON 6: PARTS OF THE BODY

By the end of the lesson, pupils will be able to:

- Use the words *left* and *right*.
- Touch and lift parts of their bodies: arm, leg.

Key content:

- *Arm*
- *Leg*
- *Left*
- *Right*

Teaching Aids:

- Audio Lesson (E-P1-T2-W2-L6).
- Phone and speakers.

Teaching tip

Playing games with sounds prepares children for reading. Play games where children put sounds together to make words or stretch the sounds in words.

BEFORE THE AUDIO PROGRAMME

Play the *Touch your... Lift your...* game using the body parts the children already know.

DURING THE AUDIO PROGRAMME

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

AFTER THE AUDIO PROGRAMME

Activity 1: Touch your... Lift your.... (Whole class)

- Play the game *Touch your... Lift your....* With children using parts of the body learned.
- Practice *left* and *right* for example, *Lift your right leg, touch your left arm*. Repeat several times.

Activity 2: What is the word? (Whole class)

- Say three sounds, one after the other. Example: ssss..... iiiii..... ttttt.
- Ask the children to put the sound together to make a word (sit).
- Repeat with other words : tin, mat, big, rat, bag, sad, cat.



LESSON 7: WORDS BEGINNING WITH THE LETTER B

By the end of the lesson, pupils will be able to:

Copy and illustrate words with the letter B.
B.

Key content:

Words that begin with the letter B: bat, big, bag, ball, bug, bed, bye, book, boy, bus, bell

WARM UP

5 minutes

Play the *Touch your... Lift your...* game with the whole class.

REVIEW

5 minutes

- Sing the *Letter B chant* and write the letter B b in the air.
- Sing the *Letter A chant* and write the letter A a in the air.

PRESENTATION

10 minutes

- Ask children for words they know that begin with the /b/ sound and write them on the board. You may add words to their list and explain the words, for example, bat, bag, ball, bug, big, bed, bye, book, boy, bell and bus.
- Ask children to come to the board and point at the letter b then circle it.
- Write a big and a small letter B b on the board and show children how to write it with their finger in the air while saying b. Then ask the children to write it in their notebook.

APPLICATION

15 minutes

Activity 1: Making a B b book (Whole class)

- Ensure each child has a piece of paper to draw on.
- Assign each child a word to copy from the board onto their paper and ask them to draw a picture to illustrate their word and write a big and small letter B b.
- Collect the children's pages and put them together and sew books. Try to have one of every word on the board in the book.
- These books will be read by the children and can stay in the classroom.



Activity 2: Touch your... Lift your.... (Whole class)

- Play the game *Touch your... Lift your....* With children using parts of the body learned.
- Remember to practice *left* and *right*, for example, *Lift your right leg, touch your left arm*.
- Repeat several times.



EVALUATION

5 minutes

Sing the alphabet song with your children.

HOMEWORK



Children take their textbooks home and show a family member the picture of the parts of the body and teach a family member how to say arm, leg, head, finger and hand.

Week 3 – Parts of the body and the letter Tt - Week At A Glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Parts of the body	Parts of the body	What I like to do	Parts of the body	Parts of the body	Parts of the body	The letter T t
New structures & vocabulary	Review: Touch your... Lift your... Head, finger, hand, arm, leg, toe, left, right, eye, ear, nose, mouth, shoulder, knee, toe	Review: classroom objects Put your...	Review: What are you doing? Parts of the body learned. Hair, foot/feet, neck, left, right, in front of.	Chin, cheek	Review: What is this? This is my...	Review parts of body learned	Words that begin with the letter T t Toy, table, teacher, tree, touch, tin, toe, top, tub
Letter names	Tt	Tt	Short /i/	Short /i/	Short /i/ and Tt	Short /i/ and Tt	Tt and short /i/
Games	Do this if you hear /t/ Which words begin the same? Touch your... lift your...	What is the sound/ letter? Do this if you hear /t/ Touch your... lift your...	Elastic word Touch your... lift your... Simon Says	Elastic word Touch your... lift your... Show me	Do this if you hear /i/ What sound is at the beginning? What sound is at the end? What is this?	Make the word What sound is at the beginning? What sound is at the end? What is this?	Simon Says What is this?
Songs, chants	Head shoulders knees and toes Letter chant (t)	Alphabet Letter chant (t)	Head shoulders knees toes What do you like to do?	Letter chant	Head shoulders knees toes Letter chant (i)	Letter names and sounds Head shoulders knees toes	Letter chant (t) Head shoulders knees toes
TEXTBOOKS							
Keynote English	pp. 73 or 76	pp. 73 or 76	pp. 73 or 76	pp. 73 or 76 p. 68-69 (letters)	pp. 73,76 (vocab) p. 68-69 (letters)	pp. 73,76 (vocab) p. 68-69 (letters)	pp. 73,76 (vocab) p. 68-69 (letters)
Success	p. 69	p. 69	p. 69	p. 69 p. 63-64 (letters)	p. 69(vocab) p. 63-64 (letters)	p. 69(vocab) p. 63-64 (letters)	p. 69(vocab) p. 63-64 (letters)
New Primary English	p. 95	p. 95	p. 95	p. 95 p. 89 (letters)	p. 95(vocab) p. 89,91, 93-94 (letters)	p. 95(vocab) p. 89,91, 93-94 (letters)	p. 95(vocab) p. 89,91, 93-94 (letters)
Progressive	pp.60-63	pp.60-63	pp.60-63	pp.60-63 p. 58-59 (letters)	pp. 60-63 (vocab) p. 58-59 (letters)	pp. 60-63 (vocab) p. 58-59 (letters)	pp. 60-63 (vocab) p. 58-59 (letters)





LESSON 1: PARTS OF THE BODY

By the end of the lesson, pupils will be able to:

- Show parts of the body learned.
- Identify words that begin with the sound /t/.

Key content:

- Eye
- Ear
- Nose
- Mouth
- Shoulder
- Knee
- Toe

Teaching Aids:

- Audio Lesson (E-P1-T2-W3-L1).
- Phone and speakers.

Teaching tip

Circulate and help children when they are working in pairs.

BEFORE THE AUDIO PROGRAMME

Play a game of *Touch your.... Lift your....* using “head,” “arm,” “finger” and “leg”.

DURING THE AUDIO PROGRAMME

T t

AFTER THE AUDIO PROGRAMME

Activity 1: Do this if you hear (Whole class)

- Play the game: *Do this if you hear /t/ sound.*
- Ask children to raise their hand if they hear the sound /t/ at the beginning of the word.
- If they do not hear the /t/ sound they must sit still.
- Slowly say the following words after each other, confirm if it has the sound /t/ at the beginning or not: *Toe, knee, top, head, table, touch, finger, leg, teacher, tree, hand.*

Activity 2: Touch your... Lift your.... (Whole class)

- Play the game *Touch your... Lift your....* With children using parts of the body learned, *eye, ear, nose, mouth, shoulder, knee, toe, leg, arm.*
- Tell children *touch your....* using a body part word, for example arm, and have them touch that part of their body.
- Repeat the activity saying *lift your....* using a body part word, for example leg, and have them lift that part of their body.
- Also practice *left* and *right*. E.g.: *Lift your right leg, touch your left arm.*
- Repeat several times.



LESSON 2: PARTS OF THE BODY

By the end of the lesson, pupils will be able to:

- Use the structure *put your....*
- Identify words that begin with the sound /t/.

Key content:

Put your...

WARM UP

5 minutes

Write the alphabet across the board. Invite a girl to come to the front of the class and ask her to point at each letter as you sing the *Alphabet song* with the children.

REVIEW

5 minutes

Play the game *Touch your.... Lift your...* with the class.

PRESENTATION

10 minutes

- Ask a boy to come to the front of the class with his book.
- Tell the boy *"put your hand on your head"* and help him to do the action.
- Tell the boy *"put your book on the table"* and help him to do the action.
- Ask all children what they think *put your.... on the....* means.
- Repeat the activity again to reinforce the meaning of the words.

APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- Invite a boy and a girl to come to the front of the class with a book and a pen.
- Ask them: *put your hands on your knees*; ask them: *put your books on the floor*; ask them: *put your pens on the books*.
- Help the girl and the boy play the same game, ask the boy to say something to the girl, using the structure *"put your..."* and she does the action.
- Put the children in AB pairs and ask them to play the same game.

Activity 2: What is the sound? What is the letter? (Whole class)

- Tell the children to stand up when they hear a word that begins with the sound /t/.
- If they do not hear the /t/ sound they must sit still.
- Say the following words slowly, each time checking to see if the children stand up when the word begins with the sound /t/: toe, knee, top, head, table, touch, finger, leg, teacher, tree, hand.
- Ask the children what sound is at the beginning of the word "table"? (t)
- Ask children what letter makes the sound /t/?
- Write a big and small letter T t on the board, big enough for all children to see.
- Ask the children to stand up and show them how to write the letter t in the air with their finger while saying "t".

EVALUATION

5 minutes

Encourage children to chant the letter T chant: T, T, T, T is for teacher, T is for table, T says /th/ /t/ /t/.

HOMEWORK



Ask children to practice playing *Touch your... Lift your...* with a family member.



LESSON 3: WHAT I LIKE TO DO

By the end of the lesson, pupils will be able to:

- Show parts of the body learned.
- Identify words that begin with the short /i/ sound.

Key content:

- *Foot*
- *Feet*
- *Neck*
- *In front of...*

Teaching Aids:

- Audio Lesson (E-P1-T2-W3-L3).
- Phone and speakers.

Teaching tip

Show and ask children the location of something. Encourage the children to answer using the words left, right and in front of.

BEFORE THE AUDIO PROGRAMME

Play *Do as I say* with verbs learned during term 1: play, walk, read, jump, write, run, and clap.

DURING THE AUDIO PROGRAMME



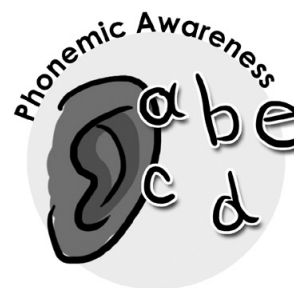
AFTER THE AUDIO PROGRAMME

Activity 1: Simon Says (Pairs)

- Review with the children the parts of the body learned: *head, finger, hand, arm, leg, nose, eye, ear, foot, feet, neck*, and review the meaning of *left, right* and *in front of*...
- Play the game *Simon Says* (example: put your hands on your head) with the whole class.
- Put children into AB pairs and ask them to play the same game.
- Circulate and help children play.

Activity 2: Elastic word game (Whole class)

- Say the word *tin*.
- Ask children to say each sound in the word /t/.../iii/.../n/.
- Repeat with the following words: *big, bat, tab*.



LESSON 4: PARTS OF THE BODY

By the end of the lesson, pupils will be able to:

- Show parts of the body learned.
- Identify words that begin with the short /i/ sound.

Key content:

- Chin
- Cheek

WARM UP

5 minutes

Play the game *Touch your... Lift your...*

REVIEW

5 minutes

Play the game *Show me*. Ask children to show you a part of their body using the words learned: *hand, head, finger, feet, knee, shoulder, eye, ears, nose, mouth, arm, leg and neck*.

PRESENTATION

10 minutes

- Ask children to open their textbooks on the page with the illustrations.

Keynote pp. 73, 76

Success p. 69

New Primary p. 95

Progressive p. 60

- Ask children to point at parts of the body as you say them.
- Show children your *chin* and have them repeat the word *chin*. Ask children to show you their *chin*.
- Show children your cheek and have them repeat the word *cheek*. Ask children to show you their cheek.
- Ask children to point at the chin and the cheek in the illustration in their textbook.

APPLICATION

15 minutes

Activity 1: Textbook- Show me (Pairs)

- Put children into A B pairs. Have children look at an illustration from their textbook and play *Show me*.

A: *Show me a hand*

B: *This is a hand*

Keynote pp. 73, 76

Success p. 69

New Primary p. 95

Progressive p. 60

Change roles after 5 minutes.

Activity 2: Phonics (Pairs)

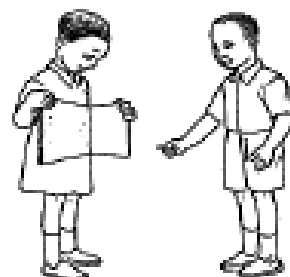
- Give each pair at least 3 beans or stones.
- Say a word and have children stretch the word, saying each sound.

Example: Bag = b...a...g.

- Ask children to put a bean or stone every time they say a sound.

Example: Bat = b...a...t.

- Repeat with the words *in* and *sit*.
- Write a big and small letter I i on the board, big enough for children to see, and practice writing the letter I i in the air with your finger. Repeat with letter T t.



EVALUATION

5 minutes

Ask children in pairs to open their books and find the letter I and the letter T

Keynote pp. 68-69

Success pp. 64-65

New Primary pp. 89,93,94

Progressive pp. 58-59

HOMEWORK



Ask children to show a family member the illustration of the body in their textbook. They point at it and name the body parts they know.



LESSON 5: PARTS OF THE BODY

By the end of the lesson, pupils will be able to:

Use the structures: *This is my.. This is your...*

Key content:

Vocabulary:

- *This is my...*
- *This is your...*

Teaching Aids:

- Audio Lesson (E-P1-T2-W3-L5).
- Phone and speakers.

Teaching tip

Emphasize the meanings of the words my and your by using exaggerated gestures, pointing to yourself when you say my.

BEFORE THE AUDIO PROGRAMME

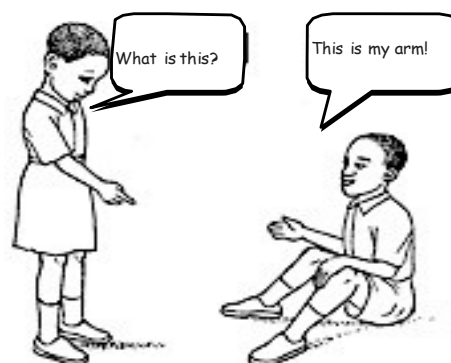
Play the *Simon Says* game with your class.

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1: What is this? (Pairs)

- Put children in A B pairs.
- Ask children A to point at a part of their body or their partner's body and ask: *What is this?*
- Tell Children B to answer using the words: *This is my ...* or *This is your....*
- After five minutes change roles. This is my arm!



Activity 2: Do this if you hear (Whole class)

- Play the game: *Do this if you hear /i/ sound.*
- Ask children to put their hand on their head if they hear the sound /i/ in the word.
- Slowly say the following words; after each word, confirm if it has the sound /i/: big, bin, finger, leg, bit, fun, sad, tin, arm, rip, pot, cup, hit, sit, plate.



LESSON 6: PARTS OF THE BODY

By the end of the lesson, pupils will be able to:
Show they know the meaning of the words: *chin*, *cheek*.

Key content:

- Chin
- Cheek

Teaching Aids:

- Audio Lesson (E-P1-T2-W3-L6).
- Phone and speakers.

Teaching tip

Playing games with sounds prepares children for reading. Play games where children say which sound is at the beginning of a word.

BEFORE THE AUDIO PROGRAMME

Play a game of *Simon Says* with the class.

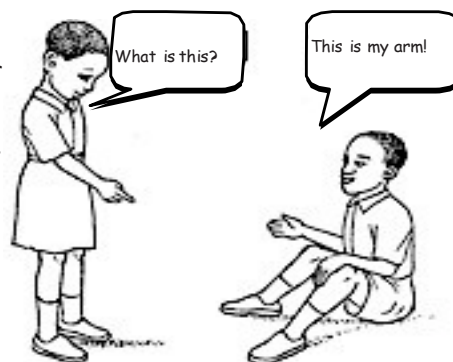
DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

5 minutes

Activity 1: What is this? (Pairs)

- Put children in A B pairs.
- Ask children B to point at a part of their body or their partner's body and ask: *What is this?*
- Tell Children A to answer using the words: *This is my ...* or *This is your....*
- After five minutes change roles.



Activity 2: What is the word? (Whole class)

- Say three sounds, one after the other. Example: *ssss..... iiiii..... tttttt.*
- Ask the children to put the sound together to make a word (*sit*).
- Repeat with other words like: *cat, cup, mat, bed, leg, pot, can.*

LESSON 7: THE LETTER Tt

By the end of the lesson pupils will be able to:

Copy and illustrate words with the letter T

Key content:

Words that begin with the letter T: *toy, table, teacher, tree, tin, top, tub, two, touch*

WARM UP

5 minutes

- Play the game *What is this?* with the children.
- Lift or point at a body part and ask the children *What is this?* Help them answer *this is your.....*

REVIEW

5 minutes

- Write the alphabet across the board. Invite a boy to come to the front of the class and ask him to point at each letter as you sing the *Alphabet song* with the children.
- Sing the *Letter T chant* and write the letter T t in the air.

PRESENTATION

10 minutes

- Ask children for words they know that begin with the /t/ sound and write them on the board. You may add the following words to their list and explain the new words: *teacher, two, this, toy, table, tree, touch, thank you, tin, toe, top, tub*.
- Ask children to come to the board and point to the letter t then circle it.
- Write a big and a small letter T t on the board. Show the children how to write it with their finger in the air while saying t. Ask the children to write it on their leg, then in their notebooks.

APPLICATION

15 minutes

Activity 1: Making a T t book (Whole class)

- Assign each child a word to copy from the board onto their paper and ask them to draw a picture to illustrate their word and write a big and small letter T t.
- Collect the children's pages and put them together and sew a book. Each book should have one of every word on the board.
- These books will be read by the children and can stay in the classroom.



Activity 2: Simon Says (Group work)

- Ask children to open their textbooks to the illustration of the body.
- Review with the children the parts of the body learned: *head, finger, hand, arm, leg, nose, eye, ear, foot, feet, neck, toe, chin, cheek, etc.*
- Play the game Simon Says (*Touch your.... Lift your....*) with the whole class.
- Put children into groups of 4 and ask them to play the same game.
- Circulate and help children play.

EVALUATION

5 minutes

Ask children to write the letter T in their notebooks and a word that begins with T.

HOMEWORK

Children take their textbooks home and show a family member the pictures of body parts, and point at them while saying the word.



WEEK 2 AND 3 ASSESSMENT TASKS

Ask children one by one to come to your table.

Assessment task 1 – Parts of the body

Ask each child:




Show me your hand

Show me your leg

Show me your arm

Touch your nose




Point at your ear

		
Did not answer any question correctly	Answered less than 3 questions correctly	Answered 3 or more questions correctly

Assessment task 2 – Identify the initial sound

Say the following words three times (do not show them to the child). For each word, ask the child to say the beginning sound:

toe bed bag boy top

		
Did not say any sounds correctly	Said less than 2 sounds correctly	Said 3 or more sounds correctly




Assessment task 3 – Using the structure: *This is my....*

Point at a part of the child's body and ask the child: **What is this?**

The child must answer: **This is my...**

Do this 5 times, choose from the list below:

Head, nose, eye, ear, mouth, cheek, chin, hand, finger, arm, leg.

		
Did not answer any correctly	Answered 2 or less questions correctly	Answered 3 or more questions correctly

WEEK 2 AND 3 ASSESSMENT TASKS RECORD SHEET

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Week 4 – My family and the letter Nn - Week At A Glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	My Family	My Family	My Family	My Family	How many	My Family	The letter N n
New structures & vocabulary	Who is this? This is my ... Who is your father/ mother?	Who is he/she?	This is my sister This is my brother	My mother/ father is... My sisters/ brothers are...	How many... I have one, two	Put an "s" at the end of a verb	Review: Body parts
Letter names	N n	N n	Short /o/	Short /o/	Short /o/ and Nn	Short /o/ and Nn	Short /o/ and Nn
Games	Do this if you hear /n/ Which words end the same? Write the word	Simon says What is the sound/letter? Do this if you hear /n/	Write the word Do this if you hear /o/	How many sounds Write the word Touch your, lift your	Show me BUZZ game with numbers 1 to 5 Make a silly word	Make the word! Buzz (a, in, it, I, on)	Buzz (a, in, it, I, on)
Songs, chants	How are you? Letter name and sound (t,b,a,i) Who is she? Chant.	Head shoulders knees and toes	Letter sound chant (t, b, a, i, n) Head shoulder knees and toes	What is your name? Letter names and sounds	Head shoulders knees and toes	Letter names and sounds I like to chant	Letter names and sounds Head shoulders knees toes
TEXTBOOKS							
Keynote English	p. 17	p. 17	p. 17	p. 17 p. 68-69 (letters)	pp. 56, 59 p. 68-69	pp. 56, 59 p. 68-69	pp. 56, 59 p. 68-69
Success	pp. 15-17	pp. 15-17	pp. 15-17	pp. 15-17 p. 63-64 (letters)	pp. 50-51 p. 63-64	pp. 50-51 p. 63-64	pp. 50-51 p. 63-64
New Primary English				p. 89 (letters)	pp. 68-69 p. 90, 93-94	pp. 68-69 p. 90, 93-94	pp. 68-69 p. 90, 93-94
Progressive	p. 6	p. 6	p. 6	p. 6, p. 58-59 (letters)	pp. 52-53 p. 58-59	pp. 52-53 p. 58-59	pp. 52-53 p. 58-59



LESSON 1: WHO IS THIS?

By the end of the lesson, pupils will be able to:

- Introduce their mother and father.
- Identify words that begin with N.

Key content:

- Who is this?
- This is my....
- Father
- Mother

Teaching Aids:

- Audio Lesson (E-P1-T2-W4-L1).
- Phone and speakers.

Teaching tip

When identifying a sound in a word, stretch the word and emphasize each sound.

BEFORE THE AUDIO PROGRAMME

Play the game *What is This?* with household items.

DURING THE AUDIO PROGRAMME

T t

AFTER THE AUDIO PROGRAMME

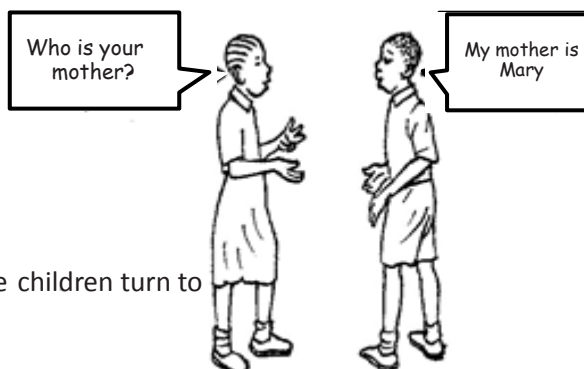
Activity 1: Do this if you hear (Whole class)

- Play the game: *Do this if you hear /n/* sound.
- Ask children to raise their hand if they hear the sound /n/ at the beginning of a word.
- If they do not hear the /n/ sound they must sit still.
- Slowly say the following words, after each word, confirm if it has the sound /n/ at the beginning or not: o no, table, name, bed, clap, nose



Activity 2: Who is this? (Pairs)

- Put the children into pairs.
- Ask the children in each pair to ask and answer each other: *Who is your mother?* *My mother is.....* and *Who is your father?* *My father is.....*. Remind children to say the name of their mother or father.
- After one minute clap your hands, have the children turn to a new partner and repeat the activity.



LESSON 2: WHO IS HE/SHE?

By the end of the lesson, pupils will be able to:

- Ask and answer the question: Who is this?
Who is he/ she?
- Identify words that begin with the sound /n/.

Key content:

- Who is he/ she?
- Who is this?
- He/she is...

WARM UP

5 minutes

Children stand up and sing *Head, Shoulders, Knees and Toes* while doing the actions.

REVIEW

5 minutes

- Write the letters b, t, a and i on the board.
- Say a word slowly, for example *at*. Repeat the word, saying each sound: *aaa... ttt...*

Ask children to repeat: *aaa... ttt*.

- Ask children what letter makes the first sound? (a) Write it on the board.
- Ask children what letter makes the next sound? (t) Write it next to the (a).
- Point at the word and ask children to read it.
- Repeat the same sequence with the words: *it*, *bat* and *bit*.

PRESENTATION (AUDIO)

10 minutes

- Present the structure: *Who is he? Who is she?*
- Call a boy to the front of the class and ask the class: *Who is he?* Help the class to answer 'He is.... (insert his name).'
- Call a girl to the front of the class and ask the class: *Who is she?* Help the class to answer 'She is.... (insert her name).'

APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- Ask children to get into pairs.
- Each pair meets another pair and they ask: *Who is this?*
The children answer *this is...* and says the name of their partner.
- Circulate and help children to play.



Activity 2: What is the sound? What is the letter? (Whole class)

- Tell the children to stand up when they hear a word that begins with the sound /n/. If they do not hear the /n/ sound they must sit still.
- Say the following words slowly, each time checking to see that the children stand up when the word begins with the sound /n/: *not, nice, name, fun, no, pen*.
- Ask the children what sound is at the beginning of the word "not"? /n/
- Ask children what letter makes the sound /n/?
- Write a big N and a small letter n on the board, big enough for all children to see.
- Ask the children to stand up and show them how to write the letter n in the air with their finger while saying "nnn".

N n

EVALUATION

5 minutes

Encourage children to chant the letter N chant: N, N, N.... N is for name.... N is for nose.... N says /nn/ /nnnn/ /nnnn/.

HOMEWORK



Ask children to practice asking *Who is this? Who is she? Who is he?* with a family member.



LESSON 3: THIS IS MY SISTER/ BROTHER

By the end of the lesson, pupils will be able to:

- Introduce their brothers and sisters.
- Identify words with short /o/ sound.

Key content:

- Brother
- Sister

Teaching Aids:

- Audio Lesson (E-P1-T2-W4-L3).
- Phone and speakers.

Teaching tip

When reviewing vocabulary, don't tell children what the words are. Ask them if they can tell you.

REVIEW

Review the English names and sounds of letters a, i, b, t, and n. Write the letters on the board and ask children to say words they know with these letters.

PRESENTATION (AUDIO)

O o

AFTER THE AUDIO PROGRAMME

Activity 1: TEXTBOOK- Who is....? (Pairs)

- Put children into pairs.
- Review the words father, mother, brother and sister.
- Invite children to ask each other: *Who is your brother?* *Who is your sister?* And answer: *My brother is* (insert name) and *my sister is...* (insert name).
- Ask children to change partners and do the exercise again.



Activity 2: Do this if you hear.... (Whole class)

- Play the game: *Do this if you hear /o/ sound.*
- Ask children to raise their hand if they hear the sound /o/ in a word. If they do not hear the /o/ sound they must sit still.
- Slowly say the following words, after each word, confirm if it has the sound /o/ or not: *Pot, plate, morning, evening, brother, sister, on, in, stop, come, sit, mother, father*



LESSON 4: MY FAMILY

By the end of the lesson, pupils will be able to:

Introduce their family using: *My mother is... my father is... my sister is... my brother is...*

Key content:

- *My mother/father is...*
- *My sister is/ brother is...*

WARM UP

5 minutes

Play the game *Touch your, Lift your...*

REVIEW

5 minutes

Sing the *Hello song*.

PRESENTATION

10 minutes

- Ask children to open their textbook on the page with the illustration of family members.

Keynote p. 17

Success pp. 15, 16, 17

New Primary -

New Progressive p. 6

- Ask children to point at the mother, the father, the sister and the brother as you say to them.
- Explain to children that the word we use in English for all these people together is family. Have them repeat the word family.
- Tell children they are going to practice describing their family. Point at each member of the family in the picture and use it to teach the structures we use to describe one's family: *my family is my mother is my father is.... my sister is.... my brother is....*

APPLICATION

15 minutes

Activity 1: Textbook- Role play (Pairs)

- Put children into A B pairs.

Keynote pp. 17

Success pp. 15, 16, 17

New Primary

Progressive pp. 6

- Have children look at the illustration in their textbook and play *This is my family*.
- Example: A: *My father is....etc.* Change roles after 3 minutes. B: *My sisters are..... etc.*
- Walk around to make sure children are using the target language structure.

Activity 2: Phonics (Pairs)

- Give each pair at least 3 beans or stones.
- Say a word and have children stretch the word, saying each sound. Example: Not= nn... ooo... ttt. Ask children to put a bean or stone every time they say a sound. Example: Not= nn...ooo... ttt =3.
- Ask the children what letter makes the sound /n/? Write the letter n on the board.
- Ask the children what letter makes the sound /o/? Write the letter o on the board.
- Ask the children what letter makes the sound /t/? Write the letter t on the board. Point to the word and read it together with the children.
- Repeat with *on* and *pot*...



EVALUATION

5 minutes

Ask children in pairs to open their books and find examples of the letter o and the letter n.

HOMEWORK



Ask children to show a family member the illustration of the family in their textbook. They point to each person and say who they are: *father, mother, sister, brother*.



LESSON 6: MY FAMILY

By the end of the lesson, pupils will be able to:

Know to put an “s” at the end of a verb in the 3rd person singular.

Key content:

- This is my...
- Who is your?

Teaching Aids:

- Audio Lesson (E-P1-T2-W4-L6).
- Phone and speakers.

Teaching tip

Try and play phonics games often. Use short, simple words and ask children, what sound is at the beginning, what sound is at the end.

BEFORE THE AUDIO PROGRAMME

Sing the *Alphabet Song*.

DURING THE AUDIO PROGRAMME

ata in i n o t b i n

AFTER THE PROGRAMME

Activity 1: I do/ he does (Pairs)

- Put children in AB pairs.
- Children B mime an action and say: I..... (completing with the verb in the first person).
- Children A say: He/she..... s (completing with the verb in the 3rd person singular- adding “s” at the end), for example, I cook, she cooks.



Activity 2: Make the word (Whole class)

- Write the three letters of the word *sit* on the board (s i t).
- Ask children to say each sound and then put them together to make the word *sit*.
- Repeat with the words: *mat, pot, can, bin*.

LESSON 7: THE LETTER N n

By the end of the lesson, pupils will be able to:

Copy and illustrate words with the letter Nn.

Key content:

Words with the letter N: morning, afternoon, thank you, stand up, sit down, sun, stone, sing, run, nose, chin, hand, finger, one.

WARM UP

5 minutes

Play the game *what is this?* with the whole class. Hold up or point at a drawing of a household object and ask the children: *What is this?* Help them to answer: *this is a.....*

REVIEW

5 minutes

- Write the alphabet across the board. Ask a boy to come to the chalkboard and point at each letter as you sing the alphabet song with the class.
- Chant the letter N chant and show the children how to write the letter N n in the air with their finger.

PRESENTATION

10 minutes

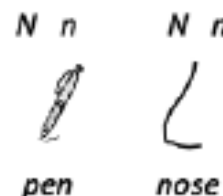
- Ask children for words they know with the /n/ sound and write them on the board. You may add the following words to their list and explain them: afternoon, thank you, stand up, sit down, sun, stone, sing, run, nose, chin, hand, finger, and one.
- Ask children to come to the board and point to the letter n in a word then circle it.
- Write a big and a small letter N n on the board. Show children how to write it with their finger in the air while saying nnn. Ask the children to write it on their leg, then on their books.

APPLICATION

15 minutes

Activity 1: Making N n book (Whole class)

- Ensure each child has a piece of paper to draw on.
- Assign each child a word to copy from the board onto their paper and ask them to draw a picture to illustrate their word and write a big and small letter N n.
- Collect the children's pages and put them together and make a book! Each book should have one of every word on the board.
- These books will be read by the children and can stay in the classroom.



Activity 2: Buzz (Whole class)

- Explain that there are some words we see every day when we read. We don't say the sounds in those words; instead we just remember them every time we see them.
- Write the words (a, in, at, I) on the board. Point at the different words one by one, and ask children to say what the word is.
- Play quickly to make the game lively and fun.

EVALUATION

5 minutes

Ask children to name words that begin with the letter Nn.

HOMEWORK



Children take their textbooks home and show a family member the pictures of the body and teach a family member how to say *I have one.... I have two....*

Week 5 – My family and the letter Rr - Week at a Glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	My Family	My Family	My Family	My Family	How many	My Family	The letter R r
New structures & vocabulary	Review: Who is this? This is my ... Do you have? Grandmother Grandfather Grandparents	Review: Who is he/she? Who are they?	Grand parents Three Four five	Review: How many...My grandmother, grandfather are...	Review How many... one, two, three four five Six, seven, eight, nine ten	Put an "s" to make a plural	Put an "s" to make a plural
Letter names	R r	R r	Short /e/	Short /e/	Short /e/ , Rr	Short /e/ , Rr	Short /e/ , Rr
Games	Which words begin the same and what is that letter? Do this if you hear /r/	Which words begin the same and what is that letter? Do this if you hear /r/	Elastic word What vowel do you hear? Do this if you hear /e/	Touch your, lift your Elastic word What vowel do you hear?	Pass the pencil Make a silly word BUZZ	Make the word! Buzz (a, on, in, no, is)	Buzz (a, on, in, no, is) Show me
Songs, chants	I like to Letter chant /r/ Who is she? chant	Who is she/he?	Letter chant (t,b,a,i, n, r, e) Counting to 5	Alphabet song	Head shoulders knees and toes How many?	Letter s chant (t,b,a,i, n, r, e) Counting to 5	Letter names and sounds Head shoulders knees toes
TEXTBOOKS							
Keynote English	p. 17	p. 17	p. 17	p. 17 p. 68-69 (letters)	pp. 56-57 (vocab) p. 68-69 (letters)	pp. 56, 59 p. 68-69	pp. 56-57 pp. 39-40 (plurals)
Success	pp. 15-17	pp. 15-17	pp. 15-17	pp. 15-17 p. 63-64 (letters)	pp. 50-51 (vocab) p. 63-64 (letters)	pp. 50-51 (vocab) p. 63-64 (letters)	pp. 36, 37, 39, 40 pp. 50-51
New Primary English				p. 88, 90, 94 (letters)	pp. 68-69 (vocab) p. 88, 90, 94 (letters)	pp. 68-69 (vocab) p. 88, 90, 94 (letters)	pp. 45-49 (plurals) pp. 68-69
Progressive	p. 6	p. 6	p. 6	p. 58-59 (letters)	pp. 52-53 (vocab) p. 58-59 (letters)	pp. 52-53 (vocab) p. 58-59 (letters)	pp. 52-53



LESSON 1: DO YOU HAVE GRANDPARENTS?

By the end of the lesson, pupils will be able to:

- Introduce their grandmother and grandfather.
- Identify words that begin with the sound /r/.

Key content:

- *This is my...*
- *Do you have?*
- *Grandmother*
- *Grandfather*
- *Grandparents*

Teaching Aids:

- Audio Lesson (E-P1-T2-W5-L1).
- Phone and speakers.

Teaching tip

Encourage children to talk about their families and help them practice the English vocabulary for describing their family.

BEFORE THE AUDIO PROGRAMME

- Point at different children in the class and ask *Who is she?* or *Who is he?*
- The class proposes answers, for example *This is ...*, *he is a boy*, *he is my friend* or *This is ... she is a girl*, *she is my friend*.

DURING THE AUDIO PROGRAMME

R r

AFTER THE AUDIO PROGRAMME

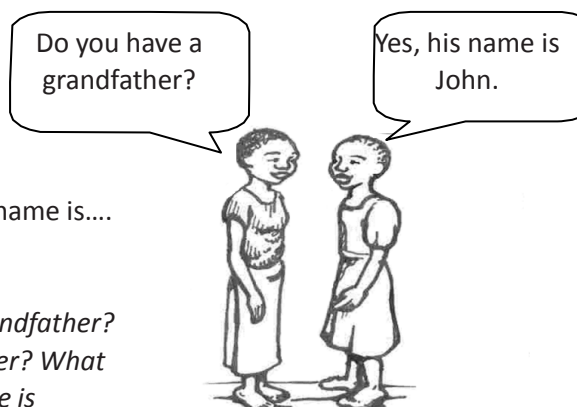
Activity 1 : Do this if you hear /r/ sounds (Whole class).

- Ask children to raise their hand if they hear the sound /r/ at the beginning of a word.
- Slowly say the following words, ruler, goodbye, rubber, clap, run, read, show.
- After each word, ask the children if it has the /r/ sound.
- Repeat the activity this time asking the children to close their eyes and listen.
- Slowly say the words and observe the class and see if children are raising their hands for the correct word.

Activity 2: Do you have? (Pairs)

- Invite a girl to the front of the class to model the dialogue.
- Ask the girl, do you have a grandfather? What is his name? Or do you have a grandmother? What is her name?
- Encourage the child to answer Yes or No, her name is.... His name is....

- Put children in A-B pairs.
- Children ask each other: *Do you have a grandfather? What is his name? Do you have a grandmother? What is her name?* And answer: *Yes or No, her name is (insert name) his name is (insert name).*
- Circulate the room helping children to use the correct vocabulary.
- Ask children to change partners and do the exercise again.



LESSON 2: THEY ARE....

By the end of the lesson, pupils will be able to:

- Ask and respond to the question, who are they?
- Identify words that begin with the sound /r/.

Key content:

- *Who are they?*
- *They are*
- *Do you have?*
- *Grandmother*
- *Grandfather*
- *Grandparents*

WARM UP

5 minutes

Children stand up and sing the *Who is she?* chant with actions.

REVIEW

5 minutes

- Walk around the classroom and ask children *Who is your sister?* or *Who is your brother?* Helping them to answer.
- Ask children how to say *Grandmother, Grandfather and Grandparents* in English.

PRESENTATION (AUDIO)

10 minutes

- Ask children one by one to come in front and ask the class: *Who is he? Who is she?*
- Encourage the class to say *this is ...*
- Ask 2 or 3 children to come in front at the same time and ask *who are they?*
- Guide the class to answer by saying: *they are ...* and *....*
- Thank the children and invite another group to the front of the class.
- Repeat the activity three times each time using a new group of children.
- Walk around the classroom and ask children and help them answer: *Who are your grandmothers? Who are your grandfathers?*

APPLICATION

15 minutes

Activity 1: Do you have? (Pairs)

- Put children in A and B pairs.
- Children ask each other: *Do you have a grandfather? What is his name? Do you have a grandmother? What is her name?*
- And answer: *Yes or No, her name is (insert name) his name is (insert name).*
- Circulate the room helping children to use the correct vocabulary.

Activity 2: What is the sound? What is the letter? (Whole class)

- Tell the children, when they hear a word that begins with the sound /r/ they should put their finger on their nose. If they don't hear the /r/ sound they put their hands on their knees.
- Say the following words slowly : *Hello, run, jump, book, ruler, head, rubber.*

Activity 3: Writing Activity (Whole class)

- Write an upper case R on the board make it big enough for all children to see.
- Show the children how to write the letter R in the air.
- Ask the children to stand up and write the letter R with their finger while saying "rrr"
- Repeat the activity with the lower case r.

R r

EVALUATION

5 minutes

Children stand up and sing the /Rr/ chant.

HOMEWORK

Children ask the questions *Who are your grandmothers? Who are your grandfathers?* With a sibling.





LESSON 3: HOW MANY?

By the end of the lesson, pupils will be able to:

- Count to five.
- Count family members.
- Identify words with the short /e/ sound.

Key content:

- Grandparents
- Three, Four, Five
- Parents

Teaching Aids:

- Audio Lesson (E-P1-T2-W5-L3).
- Phone and speakers.

Teaching tip

When teaching the children numbers make sure they show the correct number of fingers when they say the number.

BEFORE THE AUDIO PROGRAMME

Review the English names and sounds of the letters a, i, b, t, n, o and r. Write the letters on the board and ask children words they know with these sounds.

DURING THE AUDIO PROGRAMME

E e

AFTER THE AUDIO PROGRAMME

Activity 1: How many parents do you have? (Pairs)

- Put children in A-B pairs.
- Review the words: *father, mother, parent, grandmother, grandfather, grand parents.*
- Invite children to ask each other: *How many parents? How many grandparents do you have?*
And answer: *I have ...parents/grandparents.*
- Ask children to change partner and do the exercise again.

Activity 2: Do this if you hear /e/ (Whole Class)

- Ask children to raise their hand if they hear the sound /e/ in a word.
- Slowly say the following words, *good, hello, pen, chair, leg, and arm.* If they do not hear the sound /e/ they should sit still.
- After each word, ask the children if it has the /e/ sound.
- Repeat the activity this time asking the children to close their eyes and listen.
- Slowly say the words and observe the class and see if children are raising their hands for the correct sound.

LESSON 4: THIS IS MY FAMILY

By the end of the lesson, pupils will be able to:

- Identify family members using the structure, *my grandparents are.....*
- Identify family members in pictures.
- Identify words with the short /e/ sound.

Key content:

- Family
- My

WARM UP

5 minutes

Play the Do As I Say game.

REVIEW

5 minutes

Review with children the words for family members: *mother, father, brother, sister, grandfather and grandmother*. Review the meaning of the word: *family*.

PRESENTATION

10 minutes

- Children open their textbook pages:

Keynote p. 17

New Primary -

Success English pp. 15-17

Progressive -

Pick an illustration of a family in the textbook. Children look at the picture and describe what they see.

- Call out the name of a family member.
- Ask children to point at the correct person in their textbooks.
- Move around the classroom, observing children and helping them. Encourage children to say. *This is* each time they find a family member. Repeat the activity with the name of a different family member.
- Read the text/ speech bubbles aloud.
- Have them point at each word as you read it.

APPLICATION

15 minutes

Activity 1: This is my family Role Play (Pairs)

- Put the children in A and B pairs.
- Children A point at people in the book and describe them, for example *my father is.... my grandparents are (insert names)*.
- Circulate the room helping the children, after a minute ask the children to change roles.
- Children B point at people in the book and describe them.
- Invite some children to practice their dialogue in front of the class.

Activity 2: Elastic word game (Pairs)

- Say the word pen.
- Stretch the word and say each sound (elastic word) p.....e.....n.
- Ask them what the middle sound is, What letter makes that sound?
- Repeat the activity with the words: hen, ten.
- Write the letter E on the board and ask children to write the letter in the air, on their leg, on their partners back. Repeat the activity with the lowercase e.

E e

EVALUATION

5 minutes

In pairs ask children to find the letter E and the letter R in their text book.

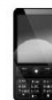
Keynote pp. 17

Success English pp. 15-17

HOMEWORK



Children teach to and sing the /r/ chant with their family.



LESSON 5: HOW MANY ?

By the end of the lesson, pupils will be able to:

- Ask and respond to the questions: *How many? Do you have? I have one.*
- Change the beginning sound in a word (onset).

Key content:

- How many
- Six, seven, eight, nine, ten

Teaching Aids:

- Audio Lesson (E-P1-T2-W5-L5).
- Phone and speakers.

Teaching tip

When playing the silly word game, don't worry if the words are not real words in English. Emphasize that you are playing with sounds and making silly words.

BEFORE THE AUDIO PROGRAMME

How many? Ask the children to close their eyes, and clap your hands 3 times. Ask the children to open their eyes and say how many times you clapped. Ask the children to close their eyes again and repeat the activity using random numbers from 1 to 5.

DURING THE AUDIO PROGRAMME

1 2 3 4 5 6 7 8 9 10 pet

AFTER THE AUDIO PROGRAMME

Activity 1: Buzz (Whole class).

- Point at numbers on the board and children say that number in English.
- Play as fast as you can.

Activity 2: What vowel do you hear? (Whole class)

- Say the word *pen*.
- Stretch the word and say each sound p.....e.....n.
- Ask children what the middle sound is? What letter makes that sound?
- Repeat the activity with the words: *hen, ten*.
- Write the letter E on the board and ask children to write the letter in the air, on their leg, on their partners back. Repeat the activity with the lowercase e.

Activity 3: Make a silly word (Whole class)

- Tell the children to change the beginning sound of the words you say with the sound /r/.
Say the words: *hello*. The children have to answer *Rello*.
- Continue with the words: *book, pen, pencil, teacher, boy, ball, wind*.



LESSON 6: ONE FINGER, TWO FINGERS

By the end of the lesson, pupils will be able to:

Change words from singular to plural by adding an S at the end of a word for indicating the plural.

Key content:

Sight words a , on, in, no.

Teaching Aids:

- Audio Lesson (E-P1-T2-W5-L6).
- Phone and speakers.

Teaching tip

Play phonics games often. Use short simple words and ask children, What sound is in the middle? what vowel is that?

BEFORE THE AUDIO PROGRAMME

How many – Ask the children to close their eyes and clap your hands 3 times.

Ask the children to open their eyes and say how many times you clapped. Ask the children to close their eyes again and repeat the activity using random numbers from 1 to 5.

DURING THE AUDIO PROGRAMME

a on in no is
r o t n e t

AFTER THE AUDIO PROGRAMME

Activity 1: How many do you see? (Whole Class)

- Hold up one finger and ask the class *How many do you see?*
- The children say: *one finger*.
- Hold up three fingers and ask the children *How many do you see?*
- The children say *three fingers*.
- Repeat the activity using one notebook, four notebooks, one pen, five pens.
- Put the children in A-B pairs.
- Ask the children to hold up their fingers and ask each other: *How many do they see?*
- Children take turns to ask and answer the questions.
- Circulate in the room, helping the children and asking them questions.

Activity 2: Make the word (Whole class)

- Write the three letters of the word *rib* on the board.
- Ask children to say each sound and then put them together to make the word *rib*.
- Repeat the activity with the words: *cat, net, ten, bin*.

LESSON 7: THE LETTER Rr

By the end of the lesson, pupils will be able to:

- Identify words with the sound /r/.
- Copy and illustrate words with the letter R.

Key content:

Words with the letter R r: Morning, arm, run, rubber, ruler, tree, girl, read, ear, brother, grandmother, grandfather, four.

WARM UP

5 minutes

Play the game *Show me* with the children, using the numbers 1 to 10. Example: *Show me three fingers, show me two books, and so on.*

REVIEW

5 minutes

- Write the alphabet across the board. Ask a girl to come in front and point at each letter as you sing the alphabet song with the children.
- Sing the letter R chant and show the children how to write the letter R r in the air.

PRESENTATION

10 minutes

- Children open up to their textbook pages:

Keynote pp. 56-57, 39 - 40

New Primary pp. 45-49, 68-69

Success English pp. 36 -37, 39 -40

Progressive pp. 52 -53


- Children look at the pictures and describe what they see.
- What can they see that has the /r/ sound in it?
- Write the answers on the chalkboard.
- Ask children for other words they know with the /r/ sound and write them on the board.
- You may add the following words to their list and explain the words they don't know: morning, arm, run, rubber, ruler, tree, girl, read, ear, brother, grandmother, grandfather, four, rat. Read the word list and ask the class to repeat.

APPLICATION

15 minutes

Activity 1: Making R r Book (Whole class)

- Ensure each child has a piece of paper to draw on.
- Assign each child a word to copy from the board on his paper and ask them to draw a picture to illustrate their word and write the letter R in upper case and lower case
- Circulate the class, helping the children and asking them what they are drawing.
- Invite some children to show their pictures to the class and say the word.
- Collect the children's pages and group them and sew the edges together to make a book to be read by the children.

Rr	Rr
	4
ruler	four

Activity 2: Buzz (Whole class)

- Write the words (a, on, in, no, is) on the board.
- Point at different words one by one and children have to say what the word is.

EVALUATION

5 minutes

Ask children to open their text book and to point at numbers of things. Example: *Point at five cups.*

HOMEWORK

Children show a family member how they can count up to five.






WEEK 4 AND 5 ASSESSMENT TASKS

Ask children one by one to come to your table.

Assessment task 1 – Say numbers to 10

Point at a number and ask the child to say the number in English




4 7 1 5 8

		
Did not say any number correctly	Said less than 2 numbers correctly	Said 3 or more numbers correctly

Assessment task 2 – Say the sounds in a word

Say the following words three times. Ask the child to say each sound in the word.




bat ten

		
Did not say any sounds correctly	Said 3 or less sounds correctly	Said 4 or more sounds correctly

Assessment task 3 – Recognize High Frequency Words

Point at the words below and ask the child to read them.

a on in no is

		
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

WEEK 4 AND 5 ASSESSMENT TASKS RECORD SHEET

[illegible]

Week 6 – Family and Numbers - Week at a Glance

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	My Family	My Family	Numbers 11-15	Numbers 11-15	How many	How many	Numbers 11-20
New structures & vocabulary	Review: Who is this? This is my ... Review: How many ...do you have? Uncle, aunt	Review: Who is this? This is my ... This is my ... How many ...do you have?	eleven, twelve, thirteen, fourteen, fifteen,	eleven, twelve, thirteen, fourteen, fifteen,	Making a family book	sixteen, seventeen, eighteen, nineteen, twenty	sixteen, seventeen, eighteen, nineteen, twenty
Letter names	K k	K k	Short /u/	Short /u/	Short /u/ and Kk	Short /u/ and Kk	vowels
Games	Which words begin the same and what is that letter? Do this if you hear /k/	Which words begin the same and what is that letter? Do this if you hear /k/	Elastic word Write the word! Touch your, lift your Do this if you hear /u/	Touch your, lift your Elastic word What vowel do you hear?	Make a silly word (change the onset) Elastic word What is the vowel?	Pass the pencil Plurals game Buzz (up, at, on, no, is) Make the word	Buzz (up, at, on, no, is) Buzz with numbers 11 to 20 Show me
Songs, chants	Hello, how are you? Letter chant /k/	Counting to 5	Counting to 5 Letter chant r, k, e Vowel song	Counting song	Vowel song	Letter chant r, u, k Counting song	Vowel song
TEXTBOOKS							
Keynote English	p. 17	pp. 1, 3 and 17	p. 17	p. 17 p. 68-69 (letters)	p. 17 p. 68-69 (letters)	pp. 56-60 p. 68-69 (letters)	pp. 56-60 p. 68-69 (letters)
Success	pp. 15-17	pp. 15-17	pp. 15-17	pp. 15-17 p. 64, 67 (letters)	pp. 15-17 p. 64, 67 (letters)	pp. 50, 52, 55 p. 64, 67 (letters)	pp. 50, 52, 55 p. 64, 67 (letters)
New Primary English				p. 89, 91, 94 (letters)	p. 89, 91, 94 (letters)	pp. 68-71 (vocab) p. 88, 91, 94 (letters)	pp. 68-71 (vocab) p. 88, 91, 94 (letters)
Progressive	p. 6	p. 6	p. 6	p. 58-59 (letters)	p. 58-59 (letters)	pp. 52-55 (vocab) p. 58-59 (letters)	pp. 52-55 (vocab) p. 58-59 (letters)



LESSON 1: HOW MANY AUNTS / UNCLES DO YOU HAVE?

By the end of the lesson, pupils will be able to:

- Introduce their uncles and aunts.
- Say how many uncles and aunts they have.
- Identify words that begin with the sound /k/.

Key content:

- Aunt
- Uncle
- *Do you have...?*
- *How many...? ?*

Teaching Aids:

- Audio Lesson (E-P1-T2-W6-L1).
- Phone and speakers.

Teaching tip

When taking responses from learners, call on children from all parts of the classroom- not just the front.

BEFORE THE AUDIO PROGRAMME

- Point at different children in the class and ask: *Who is she?* or *Who is he?*
- The class proposes answers, for example, *This is ...*, *he is a boy*, *he is my friend* or *This is ... she is a girl*, *she is my friend*.

DURING THE AUDIO PROGRAMME

K k

AFTER THE AUDIO PROGRAMME

Activity 1: Do this if you hear /k/ sounds. (Whole class).

- Explain to the class that you are going to say some words and they must listen carefully.
- Ask children to raise their hand if they hear the sound /k/ at the beginning of a word.
- Slowly say the following words, (allow time between each word for the children to do the action) *goodbye, ruler, key, read, keep, clap, book, kit*.
- After each word, ask the children if it has the /k/ sound.
- Repeat the activity this time asking the children to close their eyes and listen.
- Slowly say the words and observe the class.
- Check if children are raising their hands for the correct sound.

Activity 2: Do you have? (Pairs)

- Invite a girl to the front of the class to model the dialogue.
- Ask: *How many uncles do you have?*
- Encourage the child to answer *I have....*
- Invite a boy to the front and ask: *How many aunts do you have?*
- Put children in A-B pairs.
- Child A asks: *How many uncles do you have?* And Child B answers *I have...*
- Circulate the room helping children to use the correct vocabulary.
- After two minutes, clap hands, telling to the pairs to change roles.

How many uncles do you have?

I have two uncles.



LESSON 2: HOW MANY AUNTS / UNCLES DO YOU HAVE?

By the end of the lesson, pupils will be able to:

- Use numbers to talk about objects.
- Ask and respond to the question, how many uncles / aunts do you have?
- Identify words that begin with the sound /k/.

Key content:

- Aunt
- Uncle
- *Do you have...?*
- *How many...?*

WARM UP

5 minutes

Children stand up and sing the Letter Chant K

FLUENCY

5 minutes

Write the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 on the board. Ask a girl to come in front and point at each number as the class sings the counting song. Repeat the activity with a boy.

PRESENTATION (AUDIO)

10 minutes

- Hold up two notebooks, ask the children *How many do you see?*
- When children give the correct answer count the notebooks together.
- Repeat the activity using five pens, three rulers, etc.
- Explain the meaning of the words aunt and uncle to the class.
- Children open their textbook pages:
 - o **Keynote pp. 1, 3, 17** **New Primary pp. -**
 - o **Success English pp. 15, 17** **Progressive pp. -**
- Children look at the people in the pictures.
- Ask the class: *how many people do you see?* and count them.
- Ask the class: *How many uncles do you have? or how many aunts do you have?*
- Encourage the children to answer *I have ...*

APPLICATION

15 minutes

Activity 1: Do you have? (Pairs)

- Put children in A and B pairs.
- Child A asks: *How many uncles do you have?* Child B answers.
- Child B then asks: *How many aunts do you have?* and Child A answers.
- Circulate the room helping children to use the correct vocabulary.

Activity 2: What is the sound? What is the letter? (Whole class)

- Explain to the class that you are going to say some words and they must listen carefully.
- When they hear a word that begins with the sound /k/ they put their hands in the air.
- If they don't hear the /k/ sound they put their hands on their knees.
- Say the following words slowly, (allow time between each word for the children to do the action): *Key, run, hello, keep, grandparent and kit.*
- Check if children are putting their hands up high if the words begin with the sound /k/.

Activity 3: Writing Activity (Whole class)

- Write an upper case K on the board; show the children how to write the letter K in the air while saying 'kkk'.
- Repeat the activity with lower case k.

EVALUATION

5 minutes

Ask some children to name as many family members as fast as they can.

HOMEWORK



Children practice saying the number of members they have with their family.



LESSON 3: NUMBERS 11 - 15

By the end of the lesson, pupils will be able to:

- Draw and name family members.
- Read and say the numbers 1 to 15.
- Respond to simple instructions like, *touch your nose etc.*
- Identify words with the short /u/ sound.

Key content:

- *Eleven*
- *Twelve*
- *Thirteen*
- *Fourteen*
- *Fifteen*

Teaching Aids:

- Audio Lesson (E-P1-T2-W6-L3).
- Phone and speakers.

Teaching tip

Always praise correct answers and good effort. Remember! Mistakes are excellent learning tools, encourage children to try again.

BEFORE THE AUDIO PROGRAMME

Simon says with parts of the body: Play the game *Simon Says* using instructions like *lift your leg, point to your nose*, etc. (See Instructions Term 1 Week 5, lesson 2)

DURING THE AUDIO PROGRAMME

11 12 13 14 15
U u run but

AFTER THE AUDIO PROGRAMME

Activity 1: Drawing my Family (Individual)

- Ask the children to draw a picture of their family in their notebooks.
- Teacher circulates the room, helping the children and asking “Who is this?”

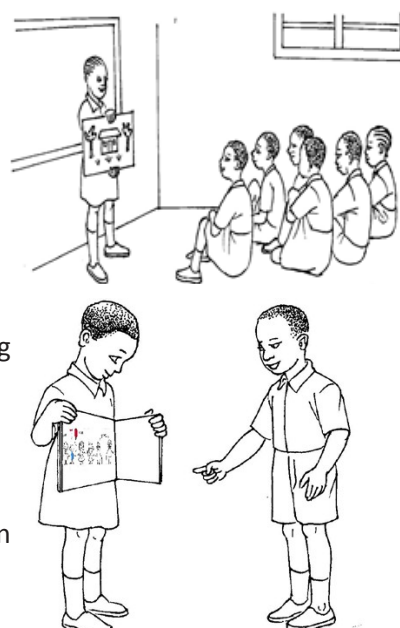
Activity 2: Show and Tell (Whole class).

- Invite a girl to the front of the class and show her drawing.
- Point to some people in her drawing and ask her *Who is this?*
- Encourage her to answer *This is my....*
- Repeat the activity asking a boy to the front.

Activity 3: Show and Tell (Pairs)

- Put the children in pairs A and B.
- Ask the children to share and talk about their drawings.
- Children ask each other about the people in their family, saying the phrase *Who is this?*
- Children answer *This is my*
- After a minute children change partners.

Note: If children have not finished their drawing allow time in Lesson 4 for them to complete it.



LESSON 4: NUMBERS 11 - 15

By the end of the lesson, pupils will be able to:

- Read and say numbers from 1 to 15.
- Count groups of people.
- Respond to simple instructions like, *lift your leg, touch your nose etc.*
- Identify words with the short /u/ sound.

Key content:

- Eleven
- Twelve
- Thirteen
- Fourteen
- Fifteen

WARM UP

5 minutes

Play Simon Says using instructions like *lift your leg, point at your nose*, (See Instructions Term 1 Week 5 lesson 2)

REVIEW

5 minutes

Write the numbers 1 to 10 on the board and sing the counting song to 10. Invite a boy and a girl to point to the numbers as the class sings.

PRESENTATION

10 minutes

- Write the numbers 11 to 15 on the board. Point at each number, say the number and ask the class to repeat.
- Children open their textbook pages:
Keynote p. 17 **New Primary -**
Success English pp. 15 -17 **Progressive -**
- Read the numbers, the children point to the numbers as you read.
- Call out a number from 1 to 15, explain to the children that when you say a number, they must put their finger on the number.
- Move around the classroom, observing children and helping them.
- Repeat the activity several times using different numbers.
- Ask some children in the class how many brothers/sisters do you have.

APPLICATION

15 minutes

Activity 1: How many people?(Pair)

- Children open up to their textbook pages:

Keynote p. 17

New Primary -

Success English pp. 15 -17

Progressive -

- Put the children in pairs and ask them to look at the picture and count the people.
- Circulate the room helping the children, ask them *How many do you see?*
- After a minute ask the children to look at another picture and count the people.

Activity 2: Elastic word game (Pairs)

- Say the word cup, stretch the word and say each sound c.....u.....p
- Ask them what the middle sound is? What letter makes that sound?
- Repeat the activity with the words, *bus*, and *gum*.
- Write the letter U u on the board and ask children to write the letter in the air, on their leg, on their partners back. Repeat the activity with the lowercase u.

U u

EVALUATION

5 minutes

pairs ask children to find the letter K and the letter U in their textbook.

HOMEWORK



Children show to famil members the illustration of a family in their textbook and point to each one and say who they are.



LESSON 5: THIS IS MY

By the end of the lesson, pupils will be able to:

- Read and say numbers 1 to 15.
- Count groups of people.
- Name members of their family.
- Identify the short vowel u in a word.

Key content:

- *How many do you have?*
- Eleven
- Twelve
- Thirteen
- Fourteen
- Fifteen

Teaching Aids:

- Audio Lesson (E-P1-T2-W6-L5).
- Phone and speakers.

Teaching tip

Try to use short simple words when playing phonics games, say the word slowly and clearly, ask children, what sound is in the middle, what vowel is that?

BEFORE THE AUDIO PROGRAMME

Write the numbers 1 to 15 on the board and sing the counting song to 15. Invite a boy and a girl to point to the numbers as the class sings.

DURING THE AUDIO PROGRAMME

This is my
These are my

mother
father
brother
Sister
Aunt
Uncle
Grandmother
Grandfather

U U

AFTER THE AUDIO PROGRAMME

Activity 1: What vowel do you hear? (Whole class)

- Say the word *tub*.
- Stretch the word and say each sound (elastic word) t.....u.....b.
- Ask them what the middle sound is? What letter makes that sound?
- Write the letter U on the board and ask the children to write the letter in the air, on their books. Repeat the activity with the lowercase u.

Activity 2: Show and Tell (pairs)

- Ask children to show their drawings from lesson 3.
- In pairs children ask each other about the people in their family, saying "Who is this?"
- Children answer "This is my"

Activity 3: Writing activity (Individual)

- Point and read the sentences on the chalkboard and the children repeat.
- Show the children how to write a sentence about someone in their drawing by copying the 3 words from one side of the board and a word from the other side: This is my sister.
- Ask the children to copy the correct words from the board and put them under their drawing, for example 'This is my father.'



LESSON 6: HOW MANY?

By the end of the lesson, pupils will be able to:

- Read and say numbers 1 to 20.
- Name their family members.
- Count their family members.
- Identify the short vowel u in a word.
- Count their fingers and toes.

Key content:

- How many do you have?
- Sixteen
- Seventeen
- Eighteen
- Nineteen
- Twenty

Teaching Aids:

- Audio Lesson (E-P1-T2-W6-L6).
- Phone and speakers.

Teaching tip

When giving instructions, wait until all the learners are quiet and ready to listen to you. It is sometimes a good idea to ask them to look at you to show they are ready to listen.

BEFORE THE AUDIO PROGRAMME

Write the numbers 1 to 15 on the board. Point to different numbers and children say the number.

DURING THE AUDIO PROGRAMME

16 17 18 19 20
up at on no is
r u b

AFTER THE AUDIO PROGRAMME

Activity 1: Pass the pencil

- Distribute four pencils.
- Ask how many sisters do you have?
- Children begin passing the pencils around the classroom.
- Clap your hands.
- Children with the pencils hold them in the air.
- Ask them to answer the question.
- Encourage the children to answer in full sentences, for example, I have.....
- Continue the game using different questions, for example, how many uncles do you have? How many aunts do you have? Etc.

Note: teachers using the Success English textbook can take their class outside and play the game on P.55

Activity 2: Make the word (Whole class)

- Write the three letters of the word *nut* on the board.
- Ask children to say each sound and then put them together to make the word *nut*.
- Repeat the activity with the words: *kit*, *ten*, *not*, *but*.

LESSON 7: COUNTING TO 20

By the end of the lesson, pupils will be able to:
Count, read and say the numbers 1 to 20

Key content:

- Sixteen
- Seventeen
- Eighteen
- Nineteen
- Twenty

WARM UP

5 minutes

Ask the class what the vowels are and write them (a e i o u) on the board big enough for all children to see. Sing the vowel song with the children. Encourage the children to write the vowels in the air as they sing the song.

REVIEW

5 minutes

Write the numbers 1 to 20 on the board and sing the counting song to 20. Invite a boy and a girl to point to the numbers as the class sings.

PRESENTATION

10 minutes

- Play Buzz, point at the numbers on the board in random order and ask children to say the numbers.
- Children open their textbook pages:

Keynote pp. 56-60

New Primary pp. 68 -71

Success English pp. 50, 52, 55

Progressive pp. 52 -55

- Read the numbers, the children point to the numbers as you read.
- Call out a number from 1 to 20. Explain that when you say a number, they must put their finger on the number.
- Move around the classroom, observing children and helping them.

APPLICATION

15 minutes

Activity 1: Show me game (Pairs)

- In A and B pairs, children play the game *Show me* with their fingers.
- Children A says *Show me ...* (insert number) and Children A and B together show that number of fingers. Children take turns to ask each other *Show me*.
- After two minutes children change partners.

Activity 2: Buzz (Whole class)

- Explain that there are some words we see every day when we read. We don't say the sounds in those words, instead we just remember them.
- Write the words (*up, at, on, no, is*) on the board.
- Read the words and ask the class to repeat.
- Point to different words one by one and children say what the word is.
- Play quickly to make the game lively.

EVALUATION

5 minutes

Ask children to open their textbooks and to point to numbers of things. Example: *Point at twelve cups.*

HOMEWORK



Children show a family member how they can count to twenty.

Week 7 – Week at a Glance – Colours

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Colours	Colours	Colours	Colours	Colours	Colours	Colours
New structures & vocabulary	Review: Point to, Show me. Red Blue	Review: Point to, Show me. Red Blue	Yellow Green	Yellow Green	Do you like...? Yes I like... No, I like...	What colour is this? What colour is that? This is That is	What colour is this? What colour is that? This is That is
Letter names							
Games	What is the sound at the end? Show me. Say and Point, Point and Say.	What is the sound at the end? What is missing? Say and Point, Point and Say	Elastic word What vowel do you hear? Show me Say and Point, Point and Say	Simon says What vowel do you hear? Say and Point, Point and Say	What is missing? What vowel do you hear?	Pass the pencil What is the vowel Buzz Make the word	Buzz with numbers Simon says.
Songs, chants	Vowel song Letter sound chant	Vowel song	Colour song Letter sound chant	Colour song	Letter sound chant Vowel song Colour song	Letter sound chant Vowel song Colour song	Vowel Song
TEXTBOOKS							
Keynote English	p. 63			pp. 63-64			pp. 63-64
Success	p.56			pp. 56-60			pp. 56-60
New Primary English	p.76			pp. 76-77			pp. 76-77
Progressive	p.18			pp. 18-19			pp. 18-19



LESSON 1: COLOURS, RED AND BLUE

By the end of the lesson, pupils will be able to:

- Point at something blue or red.
- Say the colour of objects.
- Identify sounds at the end of a word.

Key content:

- Blue
- Red

Teaching Aids:

- Audio Lesson (E-P1-T2-W7-L1).
- Phone and speakers.

Teaching tip

Make a collection of red, blue, yellow, green, white and black objects, to use during this week's lesson. Bottle tops are plentiful, free, available locally and very useful to help children understand and practice these new words.

BEFORE THE AUDIO PROGRAMME

Play the **Buzz** game with numbers 1 to 20.

DURING THE AUDIO PROGRAMME

AFTER THE AUDIO PROGRAMME

Activity 1: What is the sound at the end? (Whole class)

- Say the word, *fun* 3 times and ask the children what sound they can hear at the end /n/.
- Repeat the activity with the words: *rub, kit, hen, car, and walk*.

Activity 2: Say and Point, Point and Say game (Whole Class)

- Place red and blue objects around the classroom.
- Explain to the class, *When I say a colour, point at the object that has that colour*.
- Say: *Red* and ask children to point at something red.
- Repeat with *blue*. Play quickly to make the game lively.
- Explain to the class that this time you will point to the object and they will say the name of the colour.
- Point at objects one by one and each time children have to say what colour it is.
- Play quickly to make the game lively.

Activity 3: Say and Point, Point and Say (Pairs)

- Put children into A and B pairs.
- Children take turns, one says a colour (blue or red) and the other points at an object that has that colour.
- Then one child points at a red or blue object and the other says the colour of that object.

LESSON 2: COLOURS, RED AND BLUE

By the end of the lesson, pupils will be able to:

- Point at something blue or red.
- Say the colour of objects.
- Identify objects in the classroom that are red or blue.
- Identify sounds at the end of a word.

Key content:

- Blue
- Red

WARM UP

5 minutes

Children stand up and sing the vowel song, writing the vowels in the air.

FLUENCY

5 minutes

Simon Says: Play the game *Simon Says* using *point at* and *show me*.

PRESENTATION

10 minutes

- Hold up a **blue** object; ask the children *what colour is this?*
- Encourage the children to say *it is blue*.
- Ask some children to point at something in the classroom that is blue and say '*This is blue.*'
- Repeat the activity using the colour *red*.
- Ask the children to open their textbook to pages:

Keynote pp. 63 New Primary pp. 76

Success English pp. 56 Progressive pp. 18

- Point at the colours *red* and *blue*, and read the name of the colours.
- Children point at each word and repeat.
- Explain to the class that when you say a colour they must point at it in their textbook.
- Play quickly to make the game lively.
- Circulate the classroom and check if children are pointing at the correct colour.

APPLICATION

15 minutes

Activity 1: What is missing? (Whole class)

- Show a red, or blue object to the class, asking *What colour is this?*
- Put each item on the table as children identify the colour.
- Ask the class to close their eyes and remove one of the items.
- Ask the children to open their eyes and say which colour is missing. Repeat the activity.

Activity 2: Say and Point, Point and Say (Whole Class)

- Explain to the class, *When I say a colour, point at the object that has that colour.*
- Say one of the colours and children point at the object. Repeat the activity several times.
- Point at a red or blue object and ask children to say the name of the colour.
- Play quickly to make the game lively.

Activity 3: What is the sound at the end? (Whole class)

- Say the word, *fun* 3 times and ask the children what sound they can hear at the end /n/.
- Repeat the activity with the words: *cat, car, rat, bin, and rub*.

EVALUATION

5 minutes

In pairs, children take turns to play: *Say and point, point and say*.

HOMEWORK



Children teach their family, the names of the colours red and blue.



LESSON 3: COLOURS, GREEN AND YELLOW

By the end of the lesson, pupils will be able to:

- Point at something green or yellow.
- Say the colour of objects.
- Identify classroom objects that are green or yellow.
- Identify short vowels in a simple word.

Key content:

- Green
- Yellow

Teaching Aids:

- Audio Lesson (E-P1-T2-W7-L3).
- Phone and speakers.

Teaching tip

Use the illustrations in the textbook when playing Point and Say, Say and Point with colours.

BEFORE THE AUDIO PROGRAMME

Touch your, lift your: Ask the children: *Touch your arm, lift your leg*, etc. Say the instructions quickly to make the game lively.

DURING THE AUDIO PROGRAMME**AFTER THE AUDIO PROGRAMME****Activity 1: What vowel do you hear? (Whole class)**

- Say the word: *mad*.
- Stretch the word and say each sound (elastic word game) m.....a.....d.
- Ask children what is the vowel in the middle of the word? /a/.
- Repeat the activity with the following words: *sad, cat, bed, sit, and pan*.

Activity 2: Say and Point, Point and Say (Whole Class)

- Place green and yellow objects around the classroom.
- Explain to the class, *When I say a colour, point at the object that has that colour*.
- Say one of the colours and children point at the object.
- Repeat with other colours. Play quickly to make the game lively.
- Explain to the class that this time you will point at the object and they will say the name of the colour.
- Point at the objects one by one and children have to say what colour it is.
- Play quickly to make the game lively.
- Play again with objects that are green, yellow, red and blue.

LESSON 4: COLOURS – GREEN AND YELLOW

By the end of the lesson, pupils will be able to:

- Point at something green or yellow.
- Say the colour of objects.
- Identify objects in the classroom that are green or yellow.
- Identify the short vowel in simple words.

Key content:

- Green
- Yellow

WARM UP

5 minutes

Touch your, lift your: Ask the children to touch their arm, lift their leg etc. Say the instructions quickly to make the game lively.

REVIEW

5 minutes

Simon Says: play the game *Simon Says* using *point at* and *show me* using colours.

PRESENTATION

10 minutes

- Review the colours *red* and *blue* by showing objects to the class and asking *What colour is this?* Ask children to point at something that is green. Repeat the activity asking children to point at something yellow.
- Ask the children to open their textbook to pages:
 - o **Keynote p. 63** **New Primary p. 76**
 - o **Success English p. 56** **Progressive p. 18**
- Point at the colours *yellow* and *green* and read the names of the colours.
- Children point at each word and repeat.
- Explain to the class that when you say a colour they must point at it in their textbook.
- Circulate the classroom and check if children are pointing to the right colour.

APPLICATION

15 minutes

Activity 1: What is missing? (Whole class)

- Show a green or yellow object to the class, asking *What colour is this?*
- Put each item on the table as children identify it.
- Ask the class to close their eyes and remove one of the items.
- Ask the children to open their eyes and say which colour is missing. Repeat the activity.

Activity 2: Say and Point, Point and Say (Whole Class)

- Explain to the class, *When I say a colour, point at the object that has that colour.*
- Say one of the colours and children point at the object. Repeat the activity.
- Point at an object and children say the colour.
- Play quickly to make the game lively.

Activity 3: What vowel do you hear? (Whole class)

- Say the word: *sad*.
- Stretch the word and say each sound (elastic word) s.....a.....d.
- Ask them what the vowel is in the middle of the word.
- Repeat the activity with the following words, *mad, pan, bed, sit, not, sun*.

EVALUATION

5 minutes

In pairs, children take turns to play, *Say and Point, Point and Say*.

HOMEWORK



Children teach their family, the names of colours *green* and *yellow*.



LESSON 5: DO YOU LIKE?

By the end of the lesson, pupils will be able to:

- Ask and answer the question: Do you like....?
- Identify the short vowel in a word.

Key content:

- *Do you like?*
- Yes I like...
- No, I don't like...

Teaching Aids:

- Audio Lesson (E-P1-T2-W 7-L5).
- Phone and speakers.

Teaching tip

Play games with colours, asking children the colour of their uniform or what colours certain objects are.

BEFORE THE AUDIO PROGRAMME

Play Point at / show me using colours blue, red, green and yellow.

DURING THE AUDIO PROGRAMME

a e i o u

can man red ten cup pot

AFTER THE AUDIO PROGRAMME

Activity 1: What is missing game? (Pairs)

- Put red, yellow, blue, and green objects in front of the class, asking *What colour is this?* each time. Children give their answers.
- Invite a boy and girl to the front.
- Ask them to close their eyes and remove one of the items.
- Ask the children to open their eyes and say which colour is missing.
- The child to say the name first stays, the other child sits down
- Invite another child and repeat the activity.

Activity 2: What vowel do you hear? (Whole class)

- Say the word: *pit*.
- Stretch the word and say each sound (elastic word) p.....i.....t.
- Ask children what is the vowel in the middle of the word?
- Write the letter I on the board and ask the children to write the letter in the air, on their books, back while saying: i-i-i.
- Repeat the same activity with the word: *top*.

Activity 3: Writing Activity (Whole class)

- Write the uppercase vowels on the board big enough for all children to see.
- Show the children how to write the vowels in the air.
- Ask the children to stand up and write the vowels with their finger.
- Repeat the activity with the lowercase vowels.

A E I O U



LESSON 6: HOW MANY?

By the end of the lesson, pupils will be able to:

- Ask and answer the questions, what colour is this? What colour is that? With the structure, this is / that is....
- Blend sounds together to make a word.

Key content:

- *What colour is this?*
- *What colour is that?*
- This is ...
- That is...

Teaching Aids:

- Audio Lesson (E-P1-T2-W7-L6).
- Phone and Speakers.

Teaching tip

After asking a question WAIT for learners to think about the answer. Do not always call on the first ones to raise their hands. Try to involve as many learners as possible in a lesson.

BEFORE THE AUDIO PROGRAMME

Buzz. Place different coloured objects on the table. Point at the objects and children say the colour. Play quickly to make the game lively.

DURING THE AUDIO PROGRAMME

a e i o u

one big red be go

red top big

AFTER THE AUDIO PROGRAMME

Activity 1: Pass the pencil

- Distribute four pencils.
- Show an object and ask: What colour is this?
- Children begin passing the pencils around the classroom.
- Clap your hands.
- Children with the pencils hold them to answer the question.
- Encourage the children to answer in full sentences, *This is.....*
- Continue the games using different coloured objects.

Activity 2: Make the word (Whole class)

- Write the three letters of the word *kin* on the board.
- Ask children to say each sound and then put them together to make the word *kin*.
- Repeat the activity with the words: *rib, tin, net, but, bin*.

Activity 3: Writing Activity (Whole class)

- Write the uppercase vowels on the board big enough for all children to see.
- Show the children how to write the vowels in the air.
- Ask the children to stand up and write the vowels with their finger.
- Repeat the activity with the lower case vowels.

A E I O U
a e i o u

LESSON 7: WHAT COLOUR IS THAT?

By the end of the lesson, pupils will be able to:

- Ask and answer the questions, what colour is this? What colour is that? With the structure, this is / that is.
- Blend sounds together to make a word.

Key content:

- *What colour is this?*
- *What colour is that?*
- This is...
- That is...

WARM UP

5 minutes

Play **Simon Says** with colours, eg. Simon says, *point at something blue*, etc.

REVIEW

5 minutes

Play **Buzz** game. Write the numbers one to ten on the board and play Buzz game, play quickly to make the game lively.

PRESENTATION

10 minutes

- Ask the children to open their textbooks on pages:
 - o **Keynote pp. 63-64** **New Primary pp. 76-77**
 - o **Success English pp. 56 - 60** **Progressive pp. 18-19**
- Point at the colours, and read the name of the colours: red, blue, green and yellow.
- Children point at each word and repeat.
- Explain to the class that when you say the name of a colour they must point to it in their textbook.
- Circulate the classroom and check if children are pointing at the right colour.

APPLICATION

15 minutes

Activity 1: Show me (Pairs)

- In A and B pairs, children play *What colour is this?*
- Child A points at something in their textbook and asks, *what colour is this?*
- Child B answers *this is ...* and names the colour.
- After two minutes children change roles.

Activity 2: What is the vowel? (Whole class)

- Say the word: *rib*.
- Stretch the word and say each sound (elastic word) r.....i.....b.
- Ask them what is the vowel in the middle of the word?
- Repeat the activity with the following words: *sad, cat, bed, sit, and pan*.

EVALUATION

5 minutes

Ask children to open their textbook and to point at a colour that they like. Invite some children to the front of the class to show the colour and say This is, I like.....

HOMEWORK



Children tell their family all the colours they know by pointing at objects and saying the name of the colour.




WEEK 6 AND 7 ASSESSMENT TASKS

Ask children one by one to come to your table.

Assessment task 1 – Say numbers to 20

Point at a number and ask the child to say the number in English.

13 9 16 10 20




		
Did not say any number correctly	Said less than 2 numbers correctly	Said 3 or more numbers correctly

Assessment task 2 – Identify members of the family

Please use a simple drawing or a drawing from a textbook for this assessment.

Point at a member of the family and ask the child; **Who is this?**




The child must answer **mother, father, sister, etc.**

		
Did not say any words correctly	Said 2 or less words correctly	Said 3 or more words correctly

Assessment task 3 – Identify the vowel in a word

Say the following words three times. Ask the child to stretch the sounds and say what vowel is in the word.

red pit top cat

		
Did not identify any vowel correctly	Identified 2 or less vowels correctly	Identified 3 or more vowels correctly

WEEKS 6 AND 7 ASSESSMENT TASK RECORD

[illegible]

Week 8 – Week at a glance – Colours

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Colours	Colours	Colours	Colours	Colours	Colours	Colours
New structures & vocabulary	Review: Point at Show me Red, blue, yellow, green	Review: Point at Show me Red, blue, yellow, green	White, Black	White, Black	<ul style="list-style-type: none"> What colour do you like? I like.... 	Do you have a yellow pencil? Yes/no	What colour do you like? I like
Letter names	Gg	Gg	Hh	Hh	G/H	G/H	
Games	What is the sound at the end Point at, show me	Do this if you hear /g/	Point at, Show me Do this if you hear /h/	Elastic word What vowel do you hear?	Make a silly word (change the onset) Elastic word What end sound do you hear?	Pass the pencil Buzz Make the word	Buzz What is the end sound? Point to/ show me
Songs, chants	<ul style="list-style-type: none"> Colour song Vowel song Letter sound chant (g) 	Vowel song	<ul style="list-style-type: none"> Colour song Letter sound chant (h) Letter chant (g, R) 	Counting song	<ul style="list-style-type: none"> Letter sound chant (g,h) Vowel song Colour song 	<ul style="list-style-type: none"> Letter sound chant (g,h) Vowel song Colour song 	Alphabet song
TEXTBOOKS							
Keynote English	p. 63			pp. 63,65, 67 p. 68-69 (letters)			pp. 63,65, 67
Success	p.56			pp. 56, 60-61 p. 63 (letters)			pp. 56, 60-61
New Primary English	p.76			pp. 76, 86-87 p. 89 (letters)			pp. 76, 86-87
Progressive	p.18			pp. 56-57 p. 58-59 (letters)			pp. 56-57



LESSON 1: BLUE, GREEN, YELLOW, RED

By the end of the lesson, pupils will be able to:

- Use and demonstrate their understanding of the words blue, green, yellow and red.
- Identify the end sound in short words.

Key content:

- Blue
- Red
- Yellow
- Green

Teaching Aids:

- Audio Lesson (E-P1-T2-W8-L1).
- Phone and speakers.

Teaching tip

When teaching colours, ask children to bring an object from home and say what colour it is.

BEFORE THE AUDIO PROGRAMME

Play the BUZZ game with numbers 11 up to 20.

DURING THE AUDIO PROGRAMME

G g

AFTER THE AUDIO PROGRAMME

Activity 1: Point at something... blue, red, yellow, green (Pairs)

- Ask children to point at something blue.
- Then ask them to point at something red, yellow or green.
- Put the children in A B pairs and ask them to point at or show something blue, red, yellow or green to their partners.

Note: *if the children don't have objects to point at, they can use the colours in their textbooks.*

Activity 2: What is the sound at the end? (Whole Class)

- Say the word *mug*, 2 or 3 times and ask children what is the sound at the end /g/.
- Repeat the activity, stressing the last sound, with the words: *book, green, chin, cheek, pen, fingers, seven, like, hands, ten, walk, sun.*

LESSON 2: POINT AT/ SHOW ME

By the end of the lesson, pupils will be able to:

- Point at/show something blue, green, yellow or red.
- Identify words that begin with the letter g.

Key content:

- Blue
- Red
- Yellow
- Green

WARM UP

5 minutes

Children stand up and sing the vowel song, writing the vowels in the air.

REVIEW

5 minutes

Play the game **Point at...Show me** with the colours blue, red, green and yellow.

PRESENTATION

10 minutes

- Hold up a **blue** object; ask the children *What colour is this?*
- Encourage the children to say *It is blue.*
- Ask some children to point at something in the classroom that is blue and say *it is blue.*
- Repeat the activity using the colours red, green and yellow.
- Ask the children to open their textbook on pages:
 - o **Keynote p. 63** **New Primary p. 76**
 - o **Success English p. 56** **Progressive p. 18**
- Point at the colours blue, red, yellow and green, and read the name of the colours.
- Children point at each word and repeat.
- Explain to the class that when you say a colour they must point at it in their textbook.
- Play quickly to make the game lively.
- Circulate the classroom and check if children are pointing at the right colour.

APPLICATION

15 minutes

Activity 1: Role Play (Pairs)

- Put children into A B pairs.
- Ask them to point at something (red, blue, yellow, green) and show it to their partner.
- **Note: if the children don't have objects to point at, they can use the colours in their textbooks.**

Activity 2: What is the sound? What is the letter? (Whole class)

- Tell the children that when they hear a word that begins with the sound /g/ they should raise their hand. Say the following words slowly, each time checking to see that the children are raising their hand where the word begins with the sound hard /g/: *get, hand, give, teacher, goat, work, game, girl, stop, go, cow, goat, gum*. Ask children: What sound is at the beginning of the word "girl". /g/
- Ask children what letter makes the sound /g/.
- Write an upper case and lower case letter G g on the board. Ask the children to stand up and show them how to write the letter G in the air with their finger while saying "g".

EVALUATION

5 minutes

Encourage children to sing the letter G chant.

HOMEWORK



Children teach their family, the names of the colours blue, red, green and yellow.



LESSON 3: POINT AT, SHOW ME

By the end of the lesson, pupils will be able to:

- Point at/show something white, black.
- Identify words that begin with the sound /h/.

Key content:

- White
- Black

Teaching Aids:

- Audio Lesson (E-P1-T2-W8-L2).
- Phone and speakers.

Teaching tip

*You can use the illustrations in the textbook when playing
Point at or **Show me** with colours.*

BEFORE THE AUDIO PROGRAMME

Letters Review: Review the English names and sounds of the letters e, u, k, r, g, and b.

Write the letters on the board and ask children to say the name of the letter and the sound they make.

DURING THE AUDIO PROGRAMME

H h

AFTER THE AUDIO PROGRAMME

Activity 1: Point at... (Pairs)

- Ask children to point at something black.
- Then ask them to point at something white.
- Put the children in A B pairs and ask them to point at or show something white or black to their partner.

Note: *If the children don't have object to point at, they can use the colours in their textbooks.*

Activity 2: Do this if you hear.... (Whole Class)

- Play the game: *Do this if you hear /h/ sound:* Ask children to raise their hand if they hear the sound /h/ at the beginning a word.
- Slowly say the following words, after each word, confirm if it has the sound /h/ *hen, book, stop, house, chalk, home, teacher, hill, top.*

LESSON 4: BLACK AND WHITE

By the end of the lesson, pupils will be able to:

- Point at/show something white or black.
- Identify words with the letter H.

Key content:

- White
- Black

WARM UP

5 minutes

Play the game of *elastic word*. Say the word, *hot* and ask the children to say each sound: /h/ /o/ /t/. Repeat with the words: *hit, hill, his, him, hat, half*.

REVIEW

5 minutes

Play the game **Point at... Show me** with the colours blue, red, green and yellow.

PRESENTATION

10 minutes

- Ask the children to open their textbook and have them put their finger on the colour *red* and say the word of that colour.
- Play the game *Point at*, asking children to point at or show something white... *show me something white, etc.*

Note: if they don't have objects to point at, they can use the colours in their textbooks.

- Repeat with *black*.
- Explain to the class that when you say a colour they must point at it in their textbook.
- Circulate the classroom and check if children are pointing to the correct colour.

APPLICATION

15 minutes

Activity 1: Role Play (Pairs)

- Put children into A B pairs.
- Ask them to point at something (black, white and show that to their partner.

Note: if the children don't have objects to point at, they can use the colours in their textbooks

Activity 2: Say and Point, Point and Say (Whole Class)

- Tell to the class, *When I say a colour, point at the object that has that colour.*
- Say one of the colours and children point at the object. Repeat the activity.
- Point at an object and children name its colour.
- Play quickly to make the game lively.

Activity 3: What is the sound? What is the letter? (Whole class)

- Tell the children, when they hear a word that begins with the sound /h/ they should put their hands on their head.
- Say the following words slowly, each time checking to see if the children are putting their hand on their head when the word begins with the sound /h/: *hen, red, hat, green, hill, house, hello, pen, leg, head, foot, hand.*

EVALUATION

5 minutes

In pairs, children take turns to play, *Say and Point, Point and Say*. One child points at a colour (black/ white) and the other says the name of that colour.

HOMEWORK

Children teach their family the colour names *black* and *white*.





LESSON 5: I LIKE

By the end of the lesson, pupils will be able to:

- Answer the question: *What colour do you like?*
- Identify the end sound in a word.

Key content:

- I like....

Teaching Aids:

- Audio Lesson (E-P1-T2-W8-L5).
- Phone and speakers.

Teaching tip

When playing the silly word game not all words need to be real, the emphasis is on playing with letter sounds to create new words.

BEFORE THE AUDIO PROGRAMME

Play *Point at/Show me* with colours (black, white, yellow, green, and red, blue).

DURING THE AUDIO PROGRAMME

a e i o u

bag leg

man tan

hen Ken

ten Ben

AFTER THE AUDIO PROGRAMME

Activity 1: What color do you like? (Pairs)

- Review the names of colours learned. Ask a boy and a girl to the front.
- Ask the children: *What colour do you like?* And help the two children answer using the structures: *I like....*
- In A B pairs ask *What colour do you like?* Children answer their partner saying : *I like....*

Activity 2: What beginning sound do you hear? (Whole class)

- Say the word *hat* and ask the children to stretch the word and say each sound h...a...t.
- Ask them what the beginning sound is. What letter makes that sound?
- Write the letter H on the board and ask children to write the letter in the air, in their notebooks while saying *hat, house, and home*.
- Repeat the same activity with the word *got*.

Activity 3: Writing Activity (Whole class)

- Write the uppercase vowels on the board, big enough for all children to see.
- Show the children how to write the vowels in the air.
- Ask the children to stand up and write the vowels with their finger.
- Repeat the activity with the lower case vowels.

A E I O U

a e i o u



LESSON 6: DO YOU HAVE A ...

By the end of the lesson pupils will be able to:

- Answer the question: *Do you have a?*
- Read high frequency words *me* and *to*.

Key content:

- Do you have a?
- Yes
- No

Teaching Aids:

- Audio Lesson (E-P1-T2-W8-L5).
- Phone and speakers.

Teaching tip

When playing the BUZZ game make sure all the children can see the words on the board.

BEFORE THE AUDIO PROGRAMME

Play **Buzz** game. Place different coloured objects on the table. Point at an object and children say its colour. Play quickly to make the game lively.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1: Pass the pencils

- Distribute four pencils.
- Show an object and ask: Do you have a?
- Children begin passing the pencils around the classroom.
- Clap your hands.
- Children with the pencils hold them up and answer the question with *yes* or *no*.
- Continue the game, asking similar questions (example: do you have a blue pen?)

Activity 2: Make the word (Whole class)

- Write the three letters of the word *tin* on the board.
- Ask children to say each sound and then put them together to make the word *tin*.
- Repeat the activity with the words: *hot, nun, bag, rot, but, get, let, hen*.

LESSON 7: WHAT COLOUR DO YOU LIKE?

By the end of the lesson, pupils will be able to:
Answer the question: *What colour do you like?*

Key content:

- What colour do you like?
- I like....

WARM UP

5 minutes

Play **show me /Point at** with colours. Point at something blue/Show me something red.

REVIEW

5 minutes

Sing the alphabet song. Children stand up and the teacher points at the letters as everyone sings.

PRESENTATION

10 minutes

- Ask the children to open their textbook on pages:
 - **Keynote pp. 63-64** **New Primary pp. 76-77**
 - **Success English pp. 56 -60** **Progressive pp. 18-19**
- Point at the colours, and read the name of the colours: red, blue, green, yellow, white and black.
- Children point at each word and repeat.
- Ask children: *what colour do you like?*
- Help them understand the question and have them point at and say the colour they like.
example: *I like green.*

APPLICATION

15 minutes

Activity 1: What colour do you like? (Pairs)

- Put the children in pairs and ask the question: *what colour do you like?*
- Ask children to point at the colour they like and tell their partners, *I like....* and name the colour.

Activity 2: BUZZ (Whole class)

- Write the words (*up, go, me, to, be*) on the board big enough for all children to see.
- Point at each word in order and read the word and ask children to repeat after you.
- Now, point the words in random order and children have to say what each word is.
- Try to speed up as you play, to make the game lively.

EVALUATION

5 minutes

Ask children to open their textbooks and to point at a colour that they like. Invite some children to the front of the class to show the colour and say This is, I like.....

HOMEWORK

Children show their family members the colours they like and say: *I like ...*



Week 9 – Week at a glance – My Clothes

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	My clothes	My clothes	My clothes	My clothes	My clothes	My clothes	My clothes
New structures & vocabulary	Review: What colour is this/that? Shirt, shoes, hat	Review: What colour is this/That? Shirt, shoes, hat	Shorts, skirt, dress, trousers, pants	Shorts, skirt, dress, trousers, pants	What colour is your...? It is....	What are you wearing? I am wearing....	Verbs ending with -ing Plural of nouns
Letter names	W w	W w	M m	M m	w/ m	w/ m	
Games	Point at, Show me Make a silly word (change the onset -at) Do this if you hear /w/	Do this if you hear /w/	Point at, show me Do this if you hear /m/	Elastic word Point at/Show me Do this if you hear /m/	Make a silly word (change the end sound) Elastic word Pass the pencil	Which words end the same Buzz Make the word (adding phoneme)	Buzz Point at/show me Do as I say
Songs, chants	<ul style="list-style-type: none"> • Colour song • Vowel song • Letter sound chant (w) 	Vowel song	<ul style="list-style-type: none"> • Clothes song • Letter sound chant (m) • Letter chant (g, h, k) 		<ul style="list-style-type: none"> • Letter sound chant (w, m) • Clothes song • Colour song 	<ul style="list-style-type: none"> • Vowel song • Letter sound chant (w, m) • Clothes song 	Alphabet song
TEXTBOOKS							
Keynote English		pp. 64,66,67		pp. 64,66,67 p. 68-69 (letters)			pp. 78-79
Success		pp. 56-57		pp. 56-57 pp. 63-64 (letters)			pp. 75-78
New Primary English		pp. 80-81		pp. 80-81 pp. 88, 90, 94 (letters)			pp. 101-105
Progressive		p. 57		pp. 57 pp. 58-59 (letters)			pp. 14-15



LESSON 1: SHIRT, HAT, SHOE, SHOES

By the end of the lesson, pupils will be able to:

- Use and demonstrate their understanding of the words shirt, hat, shoe and shoes.
- Change the beginning consonant to make a new word.

Key content:

- Shirt
- Hat
- Shoe
- Shoes

Teaching Aids:

- Audio Lesson (E-P1-T2-W9-L1).
- Phone and speakers.

Teaching tip

When teaching clothing, ask children to show their own clothing and say the word.

BEFORE THE AUDIO PROGRAMME

Play the game *Point at/Show me* with colours.

DURING THE AUDIO PROGRAMME

a e i o u
W w
at

AFTER THE AUDIO PROGRAMME

Activity 1: Say and Point, Point and Say (Pairs)

- Ask children to point at their shirt.
- Ask them to point at their hat (or where a hat is worn).
- Ask them to point at their shoes.
- Point at the objects one by one and each time children have to say what it is.
- Put the children in A B pairs and ask them to point at, their shirt, a hat, one shoe and their shoes, their partner, etc.

Activity 2: Do this if you hear? (Whole Class)

- Play the game, Do this if you hear /w/ sound: Show the children how to wiggle and say *wiggle*.
- Ask children to wiggle if they hear the sound /w/ at the beginning of a word.
- Slowly say the following words, after each word, confirm if it has the sound /w/: *window, door, run, walk, sleep, wear, dry, wet*.

LESSON 2: SHIRT, HAT, SHOES

By the end of the lesson, pupils will be able to:

- Point at/Show a shirt, a hat, a shoe, shoes.
- Identify words that begin with the letter W.

Key content:

- Shirt
- Hat
- Shoe/ Shoes

WARM UP

5 minutes

Children stand up and sing the vowel song, writing the vowels in the air.

REVIEW

5 minutes

Plays the game *Point at... Show me* with the colours blue, red, green, yellow, white and black.

PRESENTATION

10 minutes

- Point at your shirt and say *shirt*. Have children point at their shirts and repeat.
- Point at your hat (or where a hat is worn) and say *hat*. Have children point at where they wear a hat and repeat. Repeat with shoe/ shoes.
- Ask the children to open their textbooks on pages:
 - o **Keynote pp. 64, 66, 67** **New Primary pp. 80, 81**
 - o **Success English pp. 56, 57** **Progressive p. 57**
- Tell children to put their finger on the picture of a shirt and say the word shirt
- Repeat with hat, shoe and shoes.
- Play the game *Point at*, asking children to point at a shirt, a hat or shoe/shoes in the classroom.

APPLICATION

15 minutes

Activity 1: Role Play (Pairs)

- Put children into A B pairs.
- Ask them to point at a shirt, a hat, a shoe and shoes.
- Children ask their partner *Show me a* (shirt, hat, shoe, shoes) and the partner points at their shirt, hat, shoe, shoes.

Activity 2: Say and Point, Point and Say (Whole Class)

- Tell the children, when they hear a word that begins with the sound /w/ they should wiggle (*kwicugusa*).
- Say the following words slowly, each time checking to see if the children are wiggling when the word begins with the sound /w/: *window, door, run, walk, sleep, wear, dry, wet, win*.
- Ask children what sound is at the beginning of the word wear (w). Ask children what letter makes the sound /w/.
- Write an upper case and lower case letter W w on the board big enough for all children to see. Ask the children to stand up and show them how to write the letter W in the air with their finger while saying double –u.

EVALUATION

5 minutes

Encourage children to sing the Letter W Chant: Letter w; W is for Win; W is for wet; W says www.

HOMEWORK



Children teach the words *shirt, hat* and *shoes* to family members by pointing at them and saying the words.



LESSON 3: SKIRT, DRESS, TROUSERS, PANTS, SHORTS

By the end of the lesson, pupils will be able to:

- Use and demonstrate their understanding of the words skirt, dress, trousers, pants and shorts.
- Identify words that begin with the sound /m/.

Key content:

- Skirt
- Dress
- Trousers
- Pants
- Shorts

Teaching Aids:

- Audio Lesson (E-P1-T2-W9-L3).
- Phone, speakers.

Teaching tip

Play games to teach the children that when it is singular we say : a as in a skirt, a shirt and when it is plural we just say the word as in shorts, shoes.

BEFORE THE AUDIO PROGRAMME

Letter sounds: Review the English names and sounds of the letters G, H, and W. Write the letters on the board and ask children words they know with these sounds.

DURING THE AUDIO PROGRAMME

M m

AFTER THE AUDIO PROGRAMME

Activity 1: Point at.... (Pairs)

- Ask children to point at a skirt.
- Ask them to point at shorts.
- Ask them to point at a dress.
- Ask them to point at trousers.
- Then ask them to point at pants.
- Put the children in A B pairs and ask them to point at or show a skirt, a shirt, a shoe, a dress, trousers, shorts, pants, shoes.

Activity 2: Do this if you hear... (Whole Class)

- Play the game, *Do this if you hear /m/ sound*: Ask children to raise their hand if they hear the sound /m/ at the beginning or end of a word.
- Slowly say the following words, after each word, confirm if it has the sound /m/.
- Words to use: *man, woman, morning, evening, father, mother, mat, sweep, mop, less, more.*

LESSON 4: SHOW ME

By the end of the lesson, pupils will be able to:

- Point at/show a skirt, shorts, dress, trousers, pants.
- Identify words with the letter M.

Key content:

- Skirt
- Shorts
- Dress
- Trousers
- Pants

WARM UP

5 minutes

Play the game *Elastic word*. Say the word *hat* and ask the children to say each sound /h/, /a/, /t/.

REVIEW

5 minutes

Play the game *Point at/Show me* using the words: *shirt, hat* and *shoes*.

PRESENTATION

10 minutes

- Review the words *shirt, hat, shoe, shoes* by pointing at clothing in the class and saying what they are. Ask children to point at a shirt, a hat, a shoe and shoes.
- Ask the children to open their textbook on pages:
 - o **Keynote pp. 64, 66, 67** **New Primary pp. 80, 81**
 - o **Success English pp. 56, 57** **Progressive p. 57**
- Ask children to put their finger on the picture of a skirt and say the word: skirt.
- Repeat with shorts, dress, trousers, and pants.
- Play the game *Point at*, asking children to point at a skirt, shorts, dress, trousers, and pants in the classroom.

APPLICATION

15 minutes

Activity 1: Role Play (Pairs)

- Put children into A B pairs.
- Ask them to point at a skirt, shorts, dress, trousers, pants, hat, shoes, and a shirt and show it to their partner.

Activity 2: Say and Point, Point and Say (Whole Class)

- Explain to the class, *When I say a word, point at the object.*
- Say one of the new vocabulary words (*shirt, shoe, hat, shoes, skirt, shorts, dress, and trousers*) and children point at the object. Repeat the activity.
- Play quickly to make the game lively.

Activity 3: Do this if you hear (Whole class)

- Tell the children, when they hear a word that begins with the sound /m/ they should put their hands on their head.
- Say the following words slowly, each time checking to see if the children are putting their hand on their head when the word begins with the sound /m/: *man, woman, morning, evening, father, mother, mat, sat, sweep, mop, less, more, mud.*

EVALUATION

5 minutes

In pairs: Children practice the names of clothing. One points at a piece of clothing and the other says the name of that piece of clothing.

HOMEWORK



Children show their family they know the words *skirt, dress, trousers, pants* and *shorts* by pointing at them and saying the word.



LESSON 5: WHAT COLOUR IS YOUR?

By the end of the lesson, pupils will be able to:

- Answer the question: *What colour is your...? It is white.*
- Add an end sound to a word.

Key content:

- It is

Teaching Aids:

- Audio Lesson (E-P1-T2-W9-L5).
- Phone and speakers.

Teaching tip:

Play rhyming games, it helps children identify sounds and letters that are the same and helps them to spell accurately.

WARM UP

Play *Point at/Show me* with colours.

DURING THE AUDIO PROGRAMME

Ww

Mm

AFTER THE AUDIO PROGRAMME

Activity 1: What colour is your....? (Pairs)

- Review the names of colours learned.
- Ask a boy and a girl to come to the front. Ask the children, *What colour is your shirt?* And help the two children answer by saying the name of the colour.
- Put the children in A B pairs and ask, *What colour are your shoes?* Children answer their partner.
- Continue by asking, *What colour are your shorts? Is your skirt? Is your dress? Are your trousers? What colour is your hat? What colour are your pants?*

Activity 2: What is the end sound? (Whole class)

- Say the word *rim* and ask the children to stretch the word and say each sound (elastic word).
- Ask them what the end sound is? /m/ what is the letter that makes that sound? /m/.
- Write the letter M on the board and ask children to write the letter in the air, on their notebooks while saying mouse, milk and mother.
- Repeat the same activity with the word *Tom*.



LESSON 6: WHAT ARE YOU WEARING?

By the end of the lesson, pupils will be able to:

- Answer the question: What are you wearing?
With the structure I am wearing...
- Identify two words that end with the same sound.

Key content:

I am wearing...

Teaching Aids:

- Audio Lesson (E-P1-T2-W9-L6).
- Phone and speaker.

Teaching tip

Play rhyming games, it helps children identify sounds and letters that are the same and leads to accurate spelling.

BEFORE THE AUDIO PROGRAMME

Play *Point at/Show me* with clothing.

DURING THE AUDIO PROGRAMME

		W w		M m		
at	the	a	so	not	be	

AFTER THE AUDIO PROGRAMME

Activity 1: What are you wearing? (Pairs)

- Review the names of colours and clothing learned.
- Ask a boy and a girl to come to the front. Ask the children: *What are you wearing?* And help the two children answer by saying the name of the colour and the clothing.
- Put children in A B pairs and ask: *What are you wearing?* Children answer their partner.

Activity 2: What words end the same? (Whole class)

- Tell the children you will say three words and they will say which two words end the same.
- Say the words:
can, fan, bat (can – fan) *Sam, cat, rat* (cat – rat) *mad, fat, had* (mad – had)

<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • Say verbs ending in –ing when doing an action. • Put an s to show the plural. 	<p>Key content:</p> <ul style="list-style-type: none"> • Verbs ending with -ing • /s/ at the end of plural words
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Play *Point at/Show me* with colour and clothing: *Show me a white shirt.*

- Ask the children to open their textbook on pages:
 - o **Keynote pp. 78 -79** **New Primary pp. 101-105**
 - o **Success English pp. 75 - 78** **Progressive pp. 14-15**
- Ask the children to look at the pictures and describe what the people are doing
- Explain to the children that when we do something we can say: I... or I am...
- Example: I read... I am reading.
- Have children say the actions in the pictures both ways: They walk, they are walking.
- Circulate the classroom and check if children are saying the right words.

- Write 5 words on the board (a, be, so, not, the).
- Point to each word, read each one and ask children to say it. Then point to different words and ask children to say them. Go faster and faster to make it fun.

Ask children to individually read the blends and sight words at the end of the story. Review correct answers. Then children complete the sentences in their notebooks.



WEEK 8 AND 9 ASSESSMENT TASKS

Ask children one by one to come to your table.

Assessment task 1 – What color is this?

Point at an object and ask the child: **What color is this?**

The child must answer: **blue, red, yellow, etc.**




Repeat 3 more times with other objects.

		
Did not say any colour correctly	Said less than 2 colours correctly	Said 3 or more colours correctly

Assessment task 2 – Read simple words

Show each word. Ask the child to put his finger on it and ask the child to sound the letters and make the word.




b u s k i n s a t m o p

		
Did not say any words correctly	Said 2 or less words correctly	Said 3 or more words correctly

Assessment task 3 – Identify the end sound in a word

Say the following words three times. Each time, ask the child to say the end sound.

kit tam nob pen

		
Did not identify any sound correctly	Identified 2 or less sounds correctly	Identified 3 or more sounds correctly

WEEKS 8 AND 9 ASSESSMENT TASK RECORD

Record student performances on the tasks like this:

[illegible]

Term 3

Week 2 – Week at a glance – My home

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5	Lesson 6 (Audio)	Lesson 7
New Learning	My home	My home	My home	My home	My home	Sam	Sam
New structures & vocabulary	Review of term 2: Colours and clothing	Review of term 2: Colours and clothing	Where is your home? My home is....	Where is your home? My home is....	Plural of nouns	Sight words review	Sight words review
Letter names	S s	S s	Short /a/	Short /a/	S s	Short /a/	Short /a/
Games	Make a silly word game. Do this if you hear /s/	Point at/Show me Do this if you hear /s/ Make a silly word	Point at/Show me Make a silly word Change the vowel	What is the beginning sound? Change the vowel	Make the word What 2 words end the same?	Buzz Count the words	Buzz Count the words
Songs, chants	Colour song Vowel song Letter sound chant hard (s)	Short /a/ chant	Clothing song Letter sound chant /s/		Letter chants /s/ and short /a/		
TEXTBOOKS							
Keynote English		pp. 50, 51, 52		pp. 51, 52			
Success		pp. 15, 20, 26		p. 30			
New Primary English		pp. 101 - 103		pp. 9 - 11			
Progressive		pp. 6, 22, 23					



LESSON 1: MY HOME

By the end of the lesson, pupils will be able to:

- Describe what they are wearing.
- Identify words that begin with the sound /s/.

Key content:

What are you wearing?

Teaching Aids:

- Audio Lesson (E-P1-T3-W2-L1).
- Phone and speakers.

Teaching tip

When children are describing their clothing, have them start at the top of their body with their blouse or shirt, and work their way down to their socks and shoes.

BEFORE THE AUDIO PROGRAMME

Play the game *Point at/Show me* using colours and clothing, for example, point at a white shirt.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1: What are you wearing? (Pairs)

- Put the children into A B pairs.
- Ask children A to tell children B what they are wearing.
- Circulate to help the children.
- After 5 minutes, ask children B to tell children A what they are wearing.

Activity 2: Do this if you hear /s/ (Whole Class)

- Tell the children, when they hear a word that begins with the sound /S/ they must wiggle like a snake.
- Say the following words slowly, checking each time that if children are wiggling like a snake when the word begins with the sound /S/: *sun, tree, sit, stand, read, sing, one, six, five, seven, pants, skirt, smile, brother, sister.*
- Ask children what sound is at the beginning of the word “Sam”? /sss/
- Ask children what letter makes the sound (sss)?
- Write an upper case and lower case letter S s on the board, big enough for all children to see.
- Ask the children to stand up.
- Show them how to write the letter S in the air with their finger while saying “sss”.



LESSON 2: MY HOME

By the end of the lesson, pupils will be able to:

- Describe what they are wearing.
- Identify words that begin with the sound /s/.

Key content:

What are you wearing?

WARM UP

5 minutes

Sing the short /a/ chant

REVIEW

5 minutes

Play the game *Point at/Show me* using colours and clothes. Example: *White shirt, black shoes, blue skirt, blue shorts, etc.*

PRESENTATION

10 minutes

- Ask the children to open their textbooks.
- Put your finger on a person in your textbook and show it to the children.
- Ask the children, “*What is he/she wearing?*”
- Have the children answer describing the colours and clothing. Example: *a blue dress, white socks and black shoes.* Repeat several times.
- Invite a boy and a girl to the front and ask them: “*What are you wearing?*”
- Help them answer by describing each piece of their clothing.

APPLICATION

15 minutes

Activity 1: Role Play (Pairs)

- Put children into A B pairs.
- Ask children B to point at a person in the book. Children A say what that person is wearing.
- Then change roles. Children A point at a person in the book and children B say what that person is wearing.

Activity 2: Do this if you hear /s/ (Whole class)

- Repeat Activity 2 from the previous lesson. (Lesson 1)

Activity 3: Silly word game (Whole class)

- Tell children you will say a word and they must listen and say what vowel is in the word. Say the word *tab* three times.
- Ask the children: What is the middle sound? /a/ Write the letter a on the board.
What is the end sound? /b/
- Write the letter b on the board after the a.
- Ask children what is the beginning sound? /t/ Write the letter t on the board in front of the a.
- Ask the children what word you would have if you took away the /t/ and replaced it with n (nab).
- Ask the children what word you would have if you took away the n and replaced it with r (rab). Ask the children what word you would have if you took away the r and replaced it with S (sab).

EVALUATION

5 minutes

Encourage children to chant the letter S chant:

SSS. The letter S is for Sun, S is for Sit, S says /S/ /S/ /S/.

HOMEWORK



Children show their family members that they know how to say what they are wearing.



LESSON 3: MY HOME

By the end of the lesson, pupils will be able to:

Answer the question: Where is your home?

Key content:

My home is in...

Teaching Aids:

- Audio Lesson (E-P1-T3-W2-L3).
- Phone and speakers.

Teaching tip

As the children begin to read, play games with letters: put letters together to make words.

BEFORE THE AUDIO PROGRAMME

Play the game: *Change the middle letter (vowel)* with the words: *bat, bet, but, bit.*

DURING THE AUDIO PROGRAMME

a
a m
big bag beg bug

AFTER THE AUDIO PROGRAMME

Activity 1: I am... (Pairs)

- Put the children into A B pairs.
- Ask the children: *Where is your home?*
- Ask children A to tell children B: *My home is...*
- Circulate and help the children.
- After 5 minutes, change roles and ask children B to tell children A: *My home is...*

Activity 2: Change the letter (Whole Class)

- Tell children you will say a word and they must listen and say what the vowel is.
- Say the word: *bat* three times. Ask the children: what is the sound of the middle vowel? /a/
- Write the letter *a* on the board.
- Ask children what is the end sound? /t/. Write the letter *t* on the board after the /a/.
- Ask children what is the beginning sound? /b/ Write the letter *b* on the board in front of the *a*.
- Ask the children what word you would have if you took away the *a* and replaced it with *u* (*but*).
- Ask the children what word you would have if you took away the *u* and replaced it with *e* (*bet*).
- Ask the children what word you would have if you took away the *e* and replaced it with *i* (*bit*).

LESSON 4: MY HOME

By the end of the lesson, pupils will be able to:

Answer the question: Where is your home?

Key content:

My home is in...

WARM UP

5 minutes

Sing the short /a/ chant.

REVIEW

5 minutes

Play the game *Change the middle letter/vowel* with the words: *pet, pat, pot, pit*.

PRESENTATION

10 minutes

- Ask the children to open their textbook.
- Invite the children to look at the pictures and ask them to describe the home and where the people are.
- Explain to the children that when someone asks you *Where is your home?* you answer *My home is...* and say the name of your village.

APPLICATION

15 minutes

Activity 1: Role Play (Pairs activity)

- Put children into A B pairs.
- Ask the children: *Where is your home?*
- Ask children A to tell children B: *My home is...*
- Circulate and help the children.
- After 5 minutes change roles and ask children A to tell children B: *My home is...*

Activity 2: What is the sound? What is the letter? (Whole class)

- Tell the children, you are going to review letters they already know. You will say words and they say the beginning sound and the letter.
- Say the following words slowly, each time asking the children: What is the beginning sound? What letter makes this sound? *Sit, mat, ten, not, run, man, net, tam, rat, sun.*

EVALUATION

5 minutes

In pairs children look at their textbook and practice saying where the people's homes are.

HOMEWORK

Children tell their family where their home is.





LESSON 5: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Put an /s/ to show the plural.
- Identify two words that end with the same sound.

Key content:

S at the end of a word in plurals.

Teaching Aids:

- Audio lesson (E-P1-T3-W2-L5).
- Phone and speakers.

Teaching tip

A new way to play the rhyming game is to say three words children listen to the words and say the one that does not rhyme. Example rig, dog, big (dog does not rhyme.)

BEFORE THE AUDIO PROGRAMME

Sing the counting song.

DURING THE AUDIO PROGRAMME

S s A a
m a t r a t s
 a t

AFTER THE AUDIO PROGRAMME

Activity 1: How many? (Pairs)

- Put the children into A B pairs.
- Children A hold up one or two objects and children B say the number and the word.
- Remind children to put an S at the end if there is more than one object.
- Circulate and help the children.
- After 5 minutes, children change roles. Children B hold up one or two objects and children A say the number and the word.

Activity 2: What two words end the same? (Whole class)

- Tell the children you will say three words and they will say which two words end the same.
- Say the words: *bad, mad, bet leg, hot, peg hit, bat, mat red, blue, bed*

N.B: Explain to children that some plurals do not take *s*, for example, *child, fish and sheep*. Some plurals take *es*, for example, *boxes, foxes and dishes*.



LESSON 6: SAM

By the end of the lesson, pupils will be able to:
Read the story Sam.

Key content:
Words with the ending –am and –at

Teaching Aids:

- Daily Reader: *Sam*.
- Audio Lesson (E-P1-T3-W2-L6).
- Phone and speakers.

Teaching tip

Show the children how to find a page in their book. Open one of their books and hold it up high for all to see. Ask them to find that page.

BEFORE THE AUDIO PROGRAMME

Give the children 5 minutes to look through their primer. Encourage them to look at the pictures and words.

DURING THE AUDIO PROGRAMME

s m t r at
-am
oh a no

AFTER THE AUDIO PROGRAMME

Activity 1: Re-telling the story (Pairs)

- Put the children into pairs.
- Ask the children to re-tell the story in their own words to their partner.
- Ask a few pairs to come to the front and re-tell the story in their own words.



LESSON 7: READING BOOK: SAM

By the end of the lesson, pupils will be able to:
Read the story *Sam*.

Content:
Words that end with the letters a t and a m.

Teaching Aids:
Daily Reader: *Sam*.

WARM UP

5 minutes

- Write the letter s, m, t, r on the board. Write them big so that all the children can see them. Point at a letter and ask the children to say the sound the letter makes. Repeat with all the letters on the board.
- Write a and t on the board, and ask children: What sound does a make? What sound does t make? What sound do you get when /a/ and /t/ are together? Write -at on the board and then point to one of the consonants. Ask the children: What do you get when you add that consonant m to /at/? m+at makes mat. Repeat with r and s.

REVIEW

5 minutes

Ask the children to bring out their books and open to the page with the story *Sam*. Give children 3 minutes to look at the story. Tell the children that you will re-read the book from the previous lesson later in the lesson. Ask the children who remembers the title?

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Have the children read each word as you point at it.
- Ask different groups to read the words, ask girls only, ask boys only etc. Go as quickly as possible.

Tam sat

APPLICATION

15 minutes

Activity 1: Echo reading of Sam (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point at *Sam*, *Tam*, the *mat*, the *rat*.
- Read again, line by line asking them to repeat and point at the words as they read. Continue, box by box, until all the boxes are read.



Activity 2: Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3: Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

Ask children to individually read the extra words at the end of their decodable texts. Circulate and help children sound out the words. Model how to fill in the missing words to complete the sentences. Ask children to copy the two sentences in their notebooks.

HOMEWORK



Children take the primer home and read the story *Sam* to an adult or a sibling.

Week 3 – Week at a glance – My home

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	My home	My home	My home	My home	My home	The hat	The hat
New structures & vocabulary	<ul style="list-style-type: none"> Where is your home? My home is... 	<ul style="list-style-type: none"> Where is your home? My home is... 	<ul style="list-style-type: none"> Where do you live? I live in... 	<ul style="list-style-type: none"> Where do you live? I live in... 	<ul style="list-style-type: none"> Family in my home 	Sight words: the	Sight words: the
Letter names	C c Short e	C c Short e	D d	D d	C/D	Short /a/	Short /a/
Games	Make a silly word Do this if you hear hard /c/	Do this if you hear /c/ Make a silly word	Do this if you hear /c/ Make a silly word	Do this if you hear /d/	Make the word Change the vowel What 2 words end the same?	Buzz Count the words	Buzz Count the words
Songs, chants	Colour song Rhyming song Letter sound chant hard (c)	Short /a/ chant	Letter sound chant /d/			Rhyming song Letter chants /d/ /d/ and short /a/	
TEXTBOOKS							
Keynote English		pp. 50, 51, 52		pp. 51, 52			
Success		pp. 15, 20, 26		p. 30			
New Primary English		pp. 101 - 103		pp. 9 - 11			
Progressive		pp. 6, 22, 23					



LESSON 1: MY HOME

By the end of the lesson, pupils will be able to:

- Describe where they are living.
- Identify words that begin with the sound /k/ (hard c).

Key content:

My home is...

Teaching Aids:

- Audio Lesson (E-P1-T3-W3-L1).
- Phone and speakers.

Teaching tip

Review vocabulary and structures from the previous terms to make sure children do not forget.

BEFORE THE AUDIO PROGRAMME

Sing the Hello Song.

DURING THE AUDIO PROGRAMME

C c

hat nat cat

AFTER THE AUDIO PROGRAMME

Activity 1: Where is your home? (Pairs)

- Put the children in A B pairs:
- Ask children A to say their name, age and where their home is.
- Circulate to help the children.
- After 5 minutes ask children B to say their name, age and where their home is.

Activity 2: Do this if you hear /k/ (hard c) (Whole class)

- Say the word *cat* 2 or 3 times and ask children what the beginning sound is /k/.
- Tell the children when they hear a word that begins with the hard c sound /k/ they should clap once.
- Say the following words slowly, each time checking to see if the children are clapping once when the word begins with the sound /k/ (hard c): *cup, go, come, bin, can, hat, cap, bus, car, dog, cat, cow, open, cut.*

LESSON 2: MY HOME

By the end of the lesson, pupils will be able to:

- Say where their home is.
- Identify words that begin with the sound /k/ (hard c).

Key content:

My home is....

WARM UP

5 minutes

Sing the short /a/ chant.

REVIEW

5 minutes

Sing the Hello song.

PRESENTATION

10 minutes

- Walk around the classroom and ask children: *What is your name? How old are you? and Where is your home?*
- Ask children to open their textbook. Put your finger on a picture of a child in the textbook and show it to the children. Together make up a name for the child in the picture, Decide together how old the child in the picture is and where his /her home is. Do this several times with other children pictured in the book.

Keynote pp. 50, 51, 52

Success pp. 15, 20, 26

New Primary pp. 101 - 103

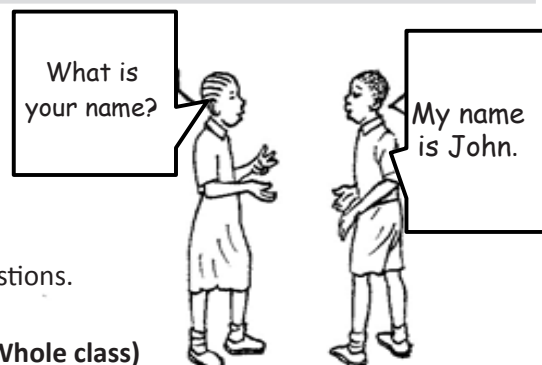
Progressive pp. 6, 22, 23

APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- Put children into A B pairs. Tell children you will ask questions and Children A will answer the questions while children B listens. Ask: *What is your name? How old are you? Where is your home?* Allow time for Children A to answer the questions.
- Now explain that Children B must answer the questions.



Activity 2: What is the sound? What is the letter? (Whole class)

- Tell the children to clap their hands once if they hear the sound /k/ (hard c) at the beginning of a word.
- Say the following words slowly, each time checking to see if children are clapping once when the word begins with the sound /k/: *cup, go, clap, sit, come, bin, can, hat, cap, bus, car, dog, cat, cow, open, cut, class.*
- Ask children what sound is at the beginning of the word come /k/.
- Ask children what letter makes the sound /k/?
- Write an upper case and lower case letter C c on the board, big enough for all to see.
- Ask the children to stand up and show them how to write the letter C in the air with their finger while saying 'C'.

EVALUATION

5 minutes

- Encourage children to chant the letter C c chant:
- C, C, C, C is for Cat, C is for Cow C says /k/ /k/ /k/.

HOMEWORK

Children show their family members that they know how to say their name, their age and where their home is.





LESSON 3: MY HOME

By the end of the lesson, pupils will be able to:

- Answer the question: where do you live?
- Identify words that begin with the sound /d/.

Key content:

- I live in...

Teaching Aids:

- Audio lesson (E-P1-W3-L3).
- Phone and speakers.

Teaching tip

Play games where the teacher changes one letter in a simple word and ask the children to try to read the new word.

BEFORE THE AUDIO PROGRAMME

Review the English names and sounds of the letters C and S. Write the letters on the board and ask children words they know with these sounds.

DURING THE AUDIO PROGRAMME

C c S s D d bad mad had

AFTER THE AUDIO PROGRAMME

Activity 1: I live in (Pairs)

- Put the children into AB pairs. Ask the children *Where do you live?*
- Ask children A to tell children B: *I live in*
- Circulate and help the children. After 1 minute change roles and ask children B to tell children A: *I live in....*
- Change pairs and start again.

Activity 2: Do this if you hear /d/ (Whole class)

- Say the word *door* and ask children what is the sound, at the beginning, repeat 2 or 3 times the word door /d/.
- Ask children to do a little dance if they hear the sound /d/ at the beginning or end of a word.
- Say the following words slowly, each time checking to see if the children are doing a little dance when the word begins with the sound /d/: *dance, sing, up, down, door, floor, dress, trousers, and duster.*
- Now tell the children to do a little dance if the word ends with the /d/ sound.
- Say the following words slowly, each time checking to see if the children are doing a little dance when the word ends with the sound /d/: *good, head, word, letter, finger, hand, foot, had, red, green.*

LESSON 4: WHERE DO YOU LIVE?

By the end of the lesson, pupils will be able to:
Answer the question: *Where do you live?*

Key content:
I live in ...

WARM UP

5 minutes

Sing the Counting song.

FLUENCY

5 minutes

Play the game *Show me* with numbers 1 to 10, for example, Show me 3 books,

PRESENTATION

10 minutes

- Ask the children to open their textbook and have them look at the pictures and describe the home and where the people are.
- Explain to the children that when someone asks you *where do you live?* The answer is *I live in.....* and say the name of your village.

APPLICATION

15 minutes

Activity 1: Role play (pairs activity)

- Put the children in A B pairs: Ask the children: *Where do you live?*
- Ask children A to tell Children B: *I live in...* and say the name of their village.
- Circulate and help the children.
- After 1 minute change roles and ask Children B to tell children A: *I live in...*
- Ask the children to change pairs and play again.



Activity 2: Do this if you hear /d/ (whole class)

- Tell the children to do a little dance if they hear the sound /d/ at the beginning or the end of a word.
- Say the following words slowly, after each word confirm if it has the sound /d/: *dance, sing, up, down, door, floor, dress, trousers, and duster.*
- Now tell the children to do a little dance if the word ends with the sound /d/: *good, head, word, letter, finger, hand, foot, red, green.*
- Ask children what sound is at the beginning of the word *dance*? /duh/.
Write an uppercase and lowercase letter D d on the board big enough for all children to see. Ask the children to stand up and show them how to trace the letter D in the air while saying deeee.

D d

EVALUATION

5 minutes

Ask the children to stand and sing the D chant

D, D, D D is for Dad, D is for Dog D says /d/ /d/ /d/.

HOMEWORK



Children show their family members that they can say where their home is.



LESSON 5: MY HOME

By the end of the lesson, pupils will be able to:

- Say the name of their family members.
- Identify two words that end with the same sound.

Key content:

- Names of family members

Teaching Aids:

- Audio Lesson (E-P1-T3-W3-L5).
- Phone and speakers.

Teaching tip

Have the children practice by answering questions about their home, their family.

BEFORE THE AUDIO PROGRAMME

Ask children questions about their family.

DURING THE AUDIO PROGRAMME

C c D d A a

bad sad had
hat hit hot hut
mat nat pat
dad had mad

AFTER THE AUDIO PROGRAMME

Activity 1: Make the word (Whole class)

- Continue the game played during the audio programme.
- Ask the children: What word do you get when you change the first letter at the beginning of the word *hat* to a r? (rat)
- Repeat with the letters: c cat, h hat, m mat.

Activity 2: What two words end the same? (Whole class)

- Tell the children you will say three words and they will say which one does not end the same.
Say the following words:
 - o Blue, you, me
 - o Vet, map, pet
 - o Cap, Tim, him
 - o Car, hit, far



LESSON 6: THE HAT

By the end of the lesson, pupils will be able to:
Read the story The Hat.

Key content:

Words with the endings –at and -ad

Teaching Aids:

- Daily Reader: *The Hat*
- Audio Lesson (E-P1-T3-W3-L6).
- Phone and speakers.

Teaching tip

Show the children how to find a page in their book. Open one of their books and hold it up high for all to see and ask them to find that page.

BEFORE THE AUDIO PROGRAMME

Give the children 5 minutes to look through their primer.

BEFORE THE AUDIO PROGRAMME

n c h d s
t a t -at

a d -ad
The not a so
-at

DURING THE AUDIO PROGRAMME

Activity 1: Re-telling the story (Pairs)

- Put children in pairs.
- Ask the children to re-tell the story in their own words to their partners.
- Ask a few pairs to come to the front and re-tell the story in their own words.



LESSON 7: READING BOOK - THE HAT

By the end of the lesson, pupils will be able to:
Read the story *The Hat*.

Key content:
Words that end with the letters at and ad

Teaching Aids:
Daily Reader: Story - The *Hat*

WARM UP

5 minutes

- Write the letter n, c, h, d, s, t on the board. Write them big so that all the children can see them. Point to a letter and ask the children to say the sound the letter makes.
- Repeat with all the letters on the board.
- Write c and t on the board, and ask children: What sound does c/make? What sound does t make? What sound do you get when c and t are together? Write -ct on the board and then point to one of the consonants. Ask the children: What do you get when you add that consonant to ct? h+ct makes hat.
- Repeat with n, c and s.

REVIEW

5 minutes

Ask the children to bring out their books and open to the page with the story *The Hat*. Give children 3 minutes to look at the story. Tell the children that you will re-read the book from the previous lesson later in the lesson. Ask the children who remembers the title? (*The Hat*)

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Have the children read each word as you point to it.
- Ask different groups to read the words, ask girls only, ask boys only etc. Go as quickly as possible.

not the so a

APPLICATION

15 minutes

Activity 1: Echo reading of The Hat (Whole class)

- Read the first page to the children.
- Have them point to each word as you read it.
- Ask them to look at the pictures and point to *Nat, hat, sat, cat*.
- Read again line by line asking them to repeat and point to the words they read.
- Continue, box by box, until all the boxes are read.



Activity 2: Choral reading (Whole class)

- Have children read the book out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3: Pair reading

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

- Ask children to individually read the extra words at the end of their decodable text. Circulate and help children sound out the words.
- Model how to fill in the missing words to complete the sentences. Ask children to copy the two sentences in their notebooks.

HOMEWORK






Children take the primer home and read the story *The Hat* and the sentences they copied to an adult or a sibling.

WEEK 2 AND 3 ASSESSMENT TASKS

Assessment task 1 – What are you wearing?

Point at a piece of clothing and ask the child: **What are you wearing?** The child must answer: **I am wearing a dress, shorts, etc.** Repeat 2 more times with other piece of clothing

		
Did not say any clothing correctly	Said 1 item of clothing correctly	Said 2 or more items of clothing correctly




Assessment task 2 – Which words end with the same sound?

Say each set of 3 words (do not show them) and ask the child: **Which 2 words end with the same sound?**

a. sam cat hat

b. kit sit tin




c. pen red ten

		
Did not find any correct answer	Found 1 correct answer	Found 2 or more correct answers

Assessment task 3 – Recognize High Frequency Words

Point at the words below and ask the child to read them.

the not me up no

		
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

Record student performances on the tasks like this:

[illegible]

Week 4 – Week at a glance – Activities in the Home

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Activities in the home	Activities in the home	Activities in the home	Activities in the home	Activities in the home	Hot Dog	Hot Dog
New structures & vocabulary	What are you doing? I am playing, sleeping, washing	What are you doing? I am playing, sleeping, washing	What is he/ she doing? He / she is playing, sleeping, washing	What is he/ she doing? He / she is playing, sleeping, washing	Add /s/ at the end of verbs	Sight words: run, get	Sight words: run, get
Letter names	F f Short o	F f Short o	V v V v	V v V v	rhymes	Short /o/	Short /o/
Games	Do as I Say Pass the pencils Make a silly word Do this if you hear hard /f/	Do this if you hear /f/ Make a silly word	Do as I Say Make a silly word Do this if you hear /v/	Do this if you hear /v/	Make the word What 2 words end the same? Add a sound to make a word	Buzz	Buzz
Songs, chants	Short /o/ chant Letter sound chant /f/	Short /o/ chant	Rhyming song Letter sound chant /s/, /c/, /d/ and /v/		Rhyming song Letter chants /f/ and /v/		
TEXTBOOKS							
Keynote English		pp. 77 - 79		pp. 77 - 79			
Success		pp. 74, 77, 78		pp. 74, 77, 78			
New Primary English		pp. 101 - 113		pp. 101 - 113			
Progressive		pp. 64 -66		pp. 64 -66			



LESSON 1: WHAT ARE YOU DOING? I AM PLAYING...

By the end of the lesson, pupils will be able to:

- Say what they are doing.
- Identify words that begin with the sound /f/.

Key content:

- What are you doing?
- I am playing.
- I am sleeping.
- I am washing.

Teaching Aids:

- Audio lesson (E-P1-T3-W4-L1).
- Phone and speakers.

Teaching tip

Play games from term 1 and term 2 to review vocabulary. Identify the games the children like and include them in future lesson plans.

BEFORE THE AUDIO PROGRAMME

Play the game *Do as I Say*.

DURING THE AUDIO PROGRAMME

F f
O o
dog hog fog

AFTER THE AUDIO PROGRAMME

Activity 1: Game – *What are you doing?* (Pairs)

- Put the children in A B pairs.
- Ask children A to mime an activity (playing, sleeping, washing).
- Children B ask: *What are you doing?*
- Children A answer: I am ...
- Circulate to help the children.
- After 5 minutes ask children B to mime an activity.
- Children ask: *What are you doing?*
- Children B answer: I am....

What are you doing?



Activity 2: Do this if you hear /f/ (Whole class)

- Say the word *foot* 2 or 3 times and ask children what is the sound at the beginning /f/.
- Tell the children to touch their foot if the word begins with the sound /f/.
- Say the following words slowly, each time checking to see if the children are touching their foot when the word begins with the sound /f/: *feet, six, four, sun, flag, teacher, friend, five, book, fat, for, father, sister, fog, fan, close, far*.

LESSON 2: WHAT ARE YOU DOING? I AM

By the end of the lesson, pupils will be able to:

- Describe what they are doing.
- Identify words that begin with the sound /f/.

Key content:

- *What are you doing?*
- *I am playing, sleeping, washing.*

WARM UP

5 minutes

Sing the chant: Do as I Say .

REVIEW

5 minutes

Sing the short /o/ chant.

PRESENTATION - Guess what I am doing - game

10 minutes

- Pretend you are playing a game, as you mime the action say *I am playing.*
- Ask the children to mime the action and repeat *I am playing.*
- Pretend you are sleeping, as you mime the action say *I am sleeping.*
- Ask the children to mime the action and repeat *I am sleeping.*
- Pretend you are washing, as you mime the action say *I am washing.*
- Ask the children to mime the actions and repeat *I am washing.*
- Ask children to open their textbooks.

Keynote pp. 77 - 79

Success pp. 74, 77, 78

New Primary pp. 101 - 113

Progressive pp. 64 - 66

- Choose a drawing of children playing, point at it and ask the children to put their finger on it. Ask them to mime what is on the picture and say *I am playing.*

APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- Put children into A B pairs. Tell children you will ask *What are you doing?* Children A mime the action and say *I am...*
- Allow time for Children A to mime their action and say the phrase.
- Allow time for Children B to mime their action and say the phrase.



Activity 2: What is the sound? What is the letter? (Whole class)

- Tell the children to touch their foot if the word begins with the sound /f/.
- Say the following words slowly, each time checking to see if the children are touching their foot when the word begins with the sound /f/: *four, far, close, sister, five, dog, sun, teacher, friend, book, fat, six, for, flag, father, cat, fog, fan, feet.*
- Ask children what sound is at the beginning of the word *fun* /f/.
- Write an upper case and lower case letter F f on the board, big enough for all to see.
- Ask the children to stand up and show them how to trace the letter F in the air with their finger while saying 'ffff'.

EVALUATION

5 minutes

Encourage children to chant the letter F f chant: FFF; F is for father; F is for finger; F say /f/, /f/, /f/.

HOMEWORK



Have children mime an action and tell their family what they are doing by saying *I am....*



LESSON 3: POINT AT...THE TABLE, THE CHALKBOARD, THE DUSTER

By the end of the lesson, pupils will be able to:

- Describe what a friend is doing.
- Identify words that begin with the sound /v/.

Key content:

- *What is he/she doing?*
- *He/ She is playing, sleeping, washing.*

Teaching Aids:

- Audio lesson (E-P1-T3-W4-L3).
- Phone and speakers.

Teaching tip

Play games with children to help them learn the letter sounds. Adding a letter to a sound to make a word is a simple but effective game.

BEFORE THE AUDIO PROGRAMME

Review the English names and sounds of the letters s hard c and d . Write the letters on the board and ask children words they know with these sounds.

DURING THE AUDIO PROGRAMME

bog dog fog
S s C c D d V v
van vet fog

AFTER THE AUDIO PROGRAMME

Activity 1: He is She is.... (Whole class)

- Ask a boy to come to the front and ask him to mime an action (washing, sleeping, playing).
- Ask the class: *What is he doing?*
- The first girl to answer correctly: *He is....* goes to the front and mimes an action.
- Ask the class: *What is she doing?*
- The first boy to answer correctly: *She is....* goes to the front and mimes an action to continue the game.
- Repeat several times alternating between a boy and a girl.

Activity 2: Do this if you hear /v/ (Whole class)

- Say the word *village* 2 or 3 times and ask children what is the sound at the beginning (v).
- Tell the children to make a sound like a car /vvvv/ and pretend they are driving a car when they hear /v/ at the beginning of the word.
- Say the following words slowly, each time checking to see if the children are pretending to drive a car when the word begins with the sound /v/: *van, car, teacher, vet, consonant, letter, vowel, arm, mouth, voice, shirt, vest.*

LESSON 4: WHAT IS HE/SHE DOING? HE IS/ SHE IS

By the end of the lesson, pupils will be able to:

- Say what a friend is doing.
- Identify words that begin with the sound /v/.

Key content:

- *What is he/she doing?*
- *He/ she is playing, washing, sleeping.*

WARM UP

5 minutes

Play the Do as I Say game with sleeping, playing, washing.

REVIEW

5 minutes

Sing the short /o/ chant.

PRESENTATION

10 minutes

- Ask a boy and a girl to come to the front and ask them to mime sleeping.
- Point at the girl and ask the class: *What is she doing?* And help the class answer *She is sleeping.*
- Point at the boy and ask the class: *What is he doing?* Help the class answer *He is sleeping.*
- Invite another boy and girl and repeat the activity, this time with the boy and girl miming washing, then another two children miming playing.

APPLICATION

15 minutes

Activity 1: What is he/she doing?(Pairs)

Keynote pp. 77 - 79

Success pp. 74, 77, 78

New Primary pp. 101 - 113

Progressive pp. 64 - 66

- Ask the children to open their textbook. Point at one picture, have the children put their finger on the picture and ask the children: *What is she or he doing?* Help the children answer. Repeat several times with a different picture.
- Put the children in A B pairs and have them practice the question and answer using pictures in their textbook.



Activity 2: What is the sound? What is the letter? (Whole class)

- Say the word *village* 2 or 3 times and ask children what is the sound at the beginning (v).
- Tell the children to make a sound like a car (vvvvv) and pretend they are driving when they hear /v/ at the beginning of the word.
- Say the following words slowly, each time checking to see if the children are touching their foot when the word begins with the sound /v/: *voice, nose, vet, V v fog, letter, car, vowel, arm, teacher, pants, vest, van.*
- Write an upper case and lower case letter Vv on the board big enough for all children to see. Ask the children to stand up and show them how to trace the letter v in the air while saying vvvv.

EVALUATION

5 minutes

Ask the children to stand and sing the V chant.

HOMEWORK



Children point at a picture of someone playing in their textbook and teach their family the words *He is playing, she is playing.*



LESSON 5: WHAT IS HE DOING?

By the end of the lesson, pupils will be able to:

- Describe what a friend is doing
- Identify words that begin with the sound /v/

Key content:

- *He runs*
- *She sleeps*
- *He plays*
- *She gets*

Teaching Aids:

- Audio lesson (E- P1-T3- W4- L5).
- Phone and speakers.

Teaching tip

Play rhyming games, it helps children identify sounds and letters that are the same and leads to accurate spelling.

BEFORE THE AUDIO PROGRAMME

Play the game *He is/ she is* (See Lesson 3, Activity 1).

DURING THE AUDIO PROGRAMME

Ff	Vv	
I run		he runs
I get		she gets
I sleep		he sleeps
		hot cot dot dot rot hot

AFTER THE AUDIO PROGRAMME

Activity 1: Make the word (Whole class)

- Continue the game played on the telephone.
- Ask the children what word do you get when you add S to the word:
 - o I read, she?
 - o I run, he run.....? o You get, she? o I play, he?
 - o You walk, she.....?

Activity 2: What two words end the same? (Whole class)

- Tell the children you will say three words and they will say which word DOES NOT end the same. Say the words:
 - o blue, you, me (me)
 - o vet, map, pet (map)
 - o cap, Tim, him (cap)
 - o car, hit, far (hit)



LESSON 6: HOT DOG

By the end of the lesson, pupils will be able to:
Read the story Hot Dog.

Key content:
Words with the ending –og and –ot

Teaching Aids:

- Daily Reader: *Hot Dog*
- Audio lesson (E- P1- T3- W4- L6).
- Phone and speakers.

Teaching tip

Show the children the book as you read to help them follow the reading. It also helps children identify which box they should be looking at.

BEFORE THE AUDIO PROGRAMME

Play the game He is / She is (See Lesson 3, Activity 1).

DURING THE AUDIO PROGRAMME

d f h
-og -ot
get a run in
r u n s

AFTER THE AUDIO PROGRAMME

Activity 1: Retelling the story (Pairs)

- Put children in pairs.
- Ask the children to re-tell the story in their own words to their partners.
- Ask a few pairs to come to the front and re-tell the story in their own words.



LESSON 7: READING BOOK - HOT DOG

By the end of the lesson, pupils will be able to:

Read the story *Hot Dog*.

Key content:

- Words that end with the letters –og and –ot

Teaching Aids:

Daily Reader: Hot Dog

WARM UP

5 minutes

- Write the letters d, f, h on the board. Write them big so all children can see them. Point at a letter and ask the children to say the sound the letter makes. Repeat with all the letters on the board.
- Write o and g on the board, and ask children what sound does o make? What sound does g make? What sound do you get when o and g are together? Write -og on the board and then point at one of the consonants. Ask the children: what do you get when you add that consonant to og? d+ og makes dog.
- Repeat the activity with h and f.
- Write t on the board and ask children what sound does /t/ make?
- Ask children: What sound do you get when o and t are together? Write –ot on the board and then point at h. Ask the children: What do you get when you add h to ot h +ot makes hot.

REVIEW

5 minutes

Ask the children to bring out their books. Give children 3 minutes to look at the story. Tell the children that you will re-read the book from the previous lesson later in the lesson. Ask the children the following questions: Who remembers the title? (*Hot Dog*)

PRESENTATION

10 minutes

Write the words in the box on the board.

- Point to a different word and ask children to say it.
- Go faster and faster, make it fun.

not the so a

APPLICATION

15 minutes

Activity 1: Echo reading of Hot Dog (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point at *dog*, *fog*, *hog*, hot.
- Read again line by line asking them to repeat and point at the words they read.
- Continue, box by box, until all the boxes are read.

Activity 2: Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3: Pair reading

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

Ask children to individually read the extra words at the end of their decodable text. Circulate and help children sound out the words. Model how to fill in the missing words to complete the sentences. Ask children to copy the two sentences in their notebooks.

HOMEWORK



Children take the primer home and read the story *Hot Dog* and the sentences they copied to an adult or a sibling.

Week 5 – Week at a glance – Activities in the Home

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Activities in the home	Activities in the home	Activities in the home	Activities in the home	Activities in the home	Peg	Peg
New structures & vocabulary	What are you doing? I am drinking, eating, sweeping.	What are you doing? I am drinking, eating, sweeping.	What is he/ she doing? He / she is drinking, eating, sweeping.	What is he/ she doing? He / she is drinking, eating, sweeping.	Add /s/ at the end of verbs	Sight words: two, an	Sight words: two, an
Letter names	L l Short e	L l Short e	P p	P p	L /P	Short /e/	Short /e/
Games	Pass the pencils Make a silly word Do this if you hear hard /l/	Do this if you hear /l/ Make a silly word	Pass the pencils Do this if you hear /p/ Take away a sound to make a new word	Do this if you hear /p/	Plural game What 2 words end the same? Add a sound to make a word	Buzz	Buzz
Songs, chants	Do as I Say Short /e/ chant Letter sound chant /l/	Short /e/ chant	Rhyming song Letter sound chant /f/, /v/, /l/	Short /e/ chant	Counting song Letter chants /l/ /p/ and short /e/		
TEXTBOOKS							
Keynote English		pp. 77 - 79		pp. 77 - 79			
Success		pp. 74, 77, 78		pp. 74, 77, 78			
New Primary English		pp. 101 - 113		pp. 101 - 113			
Progressive		pp. 64 -66		pp. 64 -66			



LESSON 1: WHAT ARE YOU DOING? I AM PLAYING...

By the end of the lesson, pupils will be able to:

- Say what they are doing.
- Identify words that begin with the sound /l/.

Key content:

- What are you doing?
- I am eating
- I am drinking
- I am sweeping

Teaching Aids:

- Audio lesson (E-P1-T3-W5-L1).
- Phone and speakers.

Teaching tip

Play games from term 1 and term 2 to review vocabulary.

BEFORE THE AUDIO PROGRAMME

Play the game *Do as I say*.

DURING THE AUDIO PROGRAMME

L l
E e
ten ben men

AFTER THE AUDIO PROGRAMME

5 minutes

Activity 1: Game – What are you doing? (Pairs)

- Put the children in A B pairs.
- Ask children A to mime an activity (drinking, eating, swe
- Children B ask: *What are you doing?*
- Children A answer: *I am ...*
- Circulate to help the children.
- After 5 minutes ask children B to mime an activity.
- Children A ask: *What are you doing?*
- Children B answer: *I am.....*



Activity 2: Do this if you hear /l/ (Whole class)

- Tell the children when they hear a word that begins with the sound /l/ they should lift their leg.
- Say the following words slowly, each time checking to see if the children are lifting their leg when the word begins with the sound /l/: *listen, talk, want, like, see, look, arm, leg, make, let, head, lip, drink, lap.*
- Ask children what sound is at the beginning of the word 'leg'? Ask children what letter makes the /l/ sound.
- Write an upper case and lower case letter L l on the board, big enough for all to see.
- Ask the children to stand up and show them how to trace the letter L in the air with their finger while saying L.



L l

LESSON 2: WHAT ARE YOU DOING? I AM

By the end of the lesson, pupils will be able to:

- Say what they are doing.
- Identify words that begin with the sound /l/.

Key content:

- *What are you doing?*
- *I am drinking, sweeping, eating*

Teaching Aids:

- Daily Reader story: *The Rainy Day*.

Teaching tip

Ask pupils to show you different pictures of ingredients used to make banana bread.

WARM UP

5 minutes

Play Do as I say.

REVIEW

5 minutes

Sing the short /e/ chant.

PRESENTATION

10 minutes

- Pretend you are sweeping, as you mime the action say *I am sweeping*.
- Ask the children to mime the action and repeat: *I am sweeping*.
- Repeat with drinking and sweeping.
- Ask children to open their textbooks.

Keynote pp. 77- 79

Success pp. 74, 77, 78

New Primary pp. 101 - 113

Progressive pp. 64 - 66

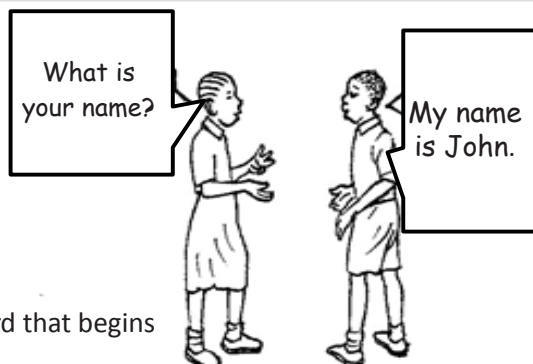
- Choose a drawing on the page with children eating and drinking, point at it and ask the children to put their finger on it. Ask them to mime what is on the picture and say: *I am eating/ drinking*.

APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- Put children into A B pairs. Tell children you will ask: *What are you doing?* Children A mime the action and say *I am...* to children B.
- Then Children B mime the action and say *I am...* to children A. Allow time for Children B to mime their action and say the phrase.



Activity 2: Do this if you hear /l/ (Whole class)

- Tell the children to lift their leg if they hear a word that begins with the sound /l/.
- Say the following words slowly, each time checking to see that the children are lifting their leg with the word begins with the sound /l/: *drink, lap, make, let, see, arm, leg, want, like, listen, head, talk, lip, look*.
- Ask children what sound is at the beginning of the word "leg" (l).
- Write an upper case and lower case letter L l on the board, big enough for all to see.
- Ask the children to stand up and show them how to trace the letter L in the air with their finger while saying 'elll'.

EVALUATION

5 minutes

Encourage children to chant the letter L l chant : L, L, L, L is for Leg, L is for Left, L says /l/, /l/, /l/

HOMEWORK



Have children show their family members that they know how to say: *I am eating, I am drinking, I am sweeping.*



LESSON 3: WHAT IS HE/SHE DOING? HE/SHE IS

By the end of the lesson, pupils will be able to:

- Say what a friend is doing.
- Identify words that begin with the sound /p/.

Key content:

- What is he/she doing?
- He/ She is drinking, eating, sleeping

Teaching Aids:

- Audio lesson (E-P1-T2-W5-L3).
- Phone and speakers.

Teaching tip

Play games where you take away a letter to make a new word.

BEFORE THE AUDIO PROGRAMME

Review the English names and sounds of the letters f, v and l. Write the letters on the board and ask children words they know with these sounds.

DURING THE AUDIO PROGRAMME

F f	V v	L l	P p
beg	leg	egg	peg

AFTER THE AUDIO PROGRAMME

Activity 1: He is She is.... (Whole class)

- Ask a boy to come to the front and ask the child to mime an action (sweeping, drinking, eating).
- Ask the class: *What is he doing?*
- The first girl to answer correctly: *He is....* goes to the front and mimes an action to continue the game.
- Repeat the activity several times alternating between boy, girl, boy, girl.

Activity 2: Do this if you hear /p / (Whole class)

- Ask children to raise their hand if they hear the sound /p/ at the beginning or end of a word.
- Say the following words slowly, each time checking to see if the children are raising their hand when the word begins with the sound /p/: *pen, book, stop, parent, chalk, pencil, teacher, pair and top.*
- Ask children what sound is at the beginning of the word "Peg"?
- Ask children what letter makes the sound /p/?
- Write an upper case and a lower case letter P p on the board, make them big enough for all children to see. Ask the children to stand up and show them how to trace the letter P in the air with their finger while saying 'peeee'.

P p

LESSON 4: WHAT IS HE/SHE DOING? HE IS/ SHE IS

By the end of the lesson, pupils will be able to:

- Say what a friend is doing.
- Identify words that begin with the sound /p/

Key content:

- What is he/she doing?
- He/ she is sweeping, drinking, eating

WARM UP

5 minutes

Play the Do as I Say game with sweeping, drinking, eating.

REVIEW

5 minutes

Sing the short /e/ chant.

PRESENTATION

10 minutes

- Ask a boy and a girl to come to the front and ask them to mime *sweeping*.
- Point to the girl and ask the class: “*What is she doing?*” And help the class answer: *she is sweeping*.
- Invite another boy and girl and repeat the activity, this time with the boy and girl miming *drinking*.
- Invite another boy and girl and repeat the activity, this time with the boy and girl miming *eating*.

APPLICATION

15 minutes

Activity 1: What is he/she doing?(Pairs)

- Ask the children to open their textbook.

Keynote pp. 77- 79

Success pp. 74, 77, 78

New Primary pp. 101 - 113

Progressive pp. 64 - 66

- Point at one picture, have the children put their finger on the picture and ask the children *What is she/he doing?* Help the children answer. Repeat several times with a different picture.
- Put the children in A B pairs and have them practice the question and answer using pictures in their textbook.

Activity 2: Do this if you hear /p/ (Whole class)

- Ask the children to raise their hand if they hear the sound /p/ at the beginning or the end of a word.
- Say the following words slowly, after each word confirm if it has the sound /p/: *pencil, teacher, stop, pair, top, pen, book, parent, chalk*. Ask children what sound is at the beginning of the word *Peg*?
- Write an upper case and lower case letter P p on the board, make them big enough for all children to see. Ask the children to stand up and show them how to trace the letter P in the air while saying “peee.”.



P p

EVALUATION

5 minutes

Ask the children to stand up and sing the P chant.

HOMEWORK



Children point to a picture of someone in their textbook and teach their family the words. *He is drinking. She is drinking.*



LESSON 5: PLURALS

By the end of the lesson, pupils will be able to:

- Add /s/ to a word for plural.
- Identify words that rhyme.

Key content:

- One leg
- Two legs

Teaching Aids:

- Audio lesson (E-P1-T3-W5-L5).
- Phone and speakers.

Teaching tip

Play the plural game often and quickly to get the children used to adding S at the end of a word to indicate the plural form.

BEFORE THE AUDIO PROGRAMME

Play the game *Show me with numbers 1 to 5*.

DURING THE AUDIO PROGRAMME

L l P p E e

leg beg Peg

AFTER THE AUDIO PROGRAMME

Activity 1: The Plural game (Whole class)

- Say an object and number eg. arm, five!
- The first child to say the plural: *five arms*, comes to the front and continues the game by saying an object and a number.

Activity 2: What two words end the same? (Whole class)

- Tell the children you will say three words and they will say which one does not end the same.
Say the following words:
 - o egg, leg, Sam
 - o hot, hit, lot
 - o Pam, dog, hog
 - o Peg, got, leg



LESSON 6: READING THE STORY - PEG

By the end of the lesson, pupils will be able to:
Read the story *Peg*.

Key content:
Words with the endings –eg

Teaching Aids:
• Audio lesson (E-P1-T3-W5-L6)
• Phone and speakers.

Teaching tip

Show the children the book as you read to help them follow the reading. It also helps children identify which box they should be looking at.

BEFORE THE AUDIO PROGRAMME

Play the game He is / She is...

DURING THE AUDIO PROGRAMME

p l g

-eg

an two a no go

legs runs

AFTER THE AUDIO PROGRAMME

Activity 1: Retelling the story (Pairs)

- Put children in A B pairs.
- Ask the children to re-tell the story in their own words to their partners. One child pretends to be Peg and the other tells the story.
- Ask a few pairs to come to the front and re-tell the story in their own words.



LESSON 7: READING THE STORY - PEG

By the end of the lesson, pupils will be able to:
Read the story *Peg*.

Key content:

Words that end with the sound /eg/.

Teaching Aids:

Daily Reader: *Peg*

WARM UP

5 minutes

- Write the letters p l g on the board. Write them big so all children can see them. Point at each letter and ask the children to say the sound the letter makes. Write e and g on the board, and ask children: What sound does e make? What sound does g make? What sound do you get when e and g are together?
- Point at eg on the board and then point at one of the consonants. Ask the children what do you get when you add that consonant to eg? p+eg makes peg.
- Repeat the activity with l.

REVIEW

5 minutes

Ask the children to bring out their books and open on the page with the story: *Peg*. Give children 3 minutes to look at the story. Tell the children that you will re-read the story from the previous lesson later in the lesson. Ask the children the following questions: Who remembers the title? (*Peg*) What animals were in the story? (a bird) What happens to the egg? What happens in the end?

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Have children read each word as you point at it.
- Ask different groups to read the words, ask girls only, ask boys, etc. Go as quickly as possible.

two a go an no

APPLICATION

15 minutes

Activity 1: Echo reading of *Peg* (Whole class)

- Read the first page and have children point at each word as you read.
- Ask them to look at the pictures and point at *Peg*, *egg*, *leg*, *hello*.
- Read again line by line asking them to repeat and point at the words they read.
- Continue, box by box, until all the boxes are read.

Activity 2: Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3: Pair reading

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.



EVALUATION

5 minutes

- Ask children to individually read the extra words at the end of their decodable texts. Circulate and help children sound out the words.
- Model how to fill in the missing words to complete the sentences. Ask children to copy the two sentences in their notebooks.

HOMEWORK



Children take the primer home and read the story and the sentences they copied to an adult or a sibling.

WEEK 4 AND 5 ASSESSMENT TASKS

Ask children one by one to come to your table.

Assessment task 1 – Adding / s/ to verbs

Ask the children what word you get when you add /s/ to the word:

- I read, she?
- I run, he run.....?
- You get, she?
- I play, he?
- You walk, she....?

☹	☺	😊
Did not say any word correctly	Said less than 2 words correctly	Said 3 or more words correctly

Assessment task 2 – Identify the initial sound

Say the following words three times (do not show them to the child). For each word, ask the child to say the beginning sound

fog pet van lay yet

☹	☺	😊
Did not say any sounds correctly	Said 3 or less sounds correctly	Said 4 or more sounds correctly

Assessment task 3 – Recognize High Frequency Words

Point the words below and ask the child to read them:

a on in no is

☹	☺	😊
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

WEEK 4 AND 5 ASSESSMENT RECORD SHEET

Record student performances on the tasks like this:

[illegible]

Week 6 – Week at a glance – Animals at home

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Animals at home	Animals at home	Animals at home	Animals at home	Animals at home	The Pet	The Pet
New structures & vocabulary	<ul style="list-style-type: none"> Cat, dog Animal 	<ul style="list-style-type: none"> Cat, dog Animal 	cow, sheep, goat, pig	Cow, sheep, goat, pig	<ul style="list-style-type: none"> Do you like...? Yes I like.. No I don't like... 	Sight words : and	Sight words : and
Letter study	J j Short e	J j Short e	Y y	Y y	J /Y	short /e/	short /e/
Game	Rhyming song Letter sound chant /J/	Short /e/ chant	Letter sound chant /L/ /P/ /j/ Animal song	Short /e/ chant	Animal song Letter chants /J/ /Y/ and /e/		
Song, chant or rhyme	Pass the Pencils Make a silly word Do this if you hear hard /J/	Do this if you hear /J/ Make a silly word	Pass the Pencils Do this if you hear /Y/ Take away a sound to make a new word	Do this if you hear /Y/	What 2 words end the same? Change a sound to make a word	Buzz	Buzz
Textbooks							
Keynote		pp. 16, 38, 40, 41		pp. 16, 38, 51			
Success English		pp. 51, 63		pp. 30, 40, 41, 46			
New Primary		p. 88		pp. 24, 89			
Progressive		p. 39		p. 39			



LESSON 1: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Use vocabulary words about animals.
- Identify words that begin with the sound /j/.

Key content:

- What animal is this?
- A dog, a cat.

Teaching Aids:

- Audio lesson (E-P1-T3-W6-L1).
- Phone and speakers.

Teaching tip

Play games where children mime and make the sounds of animal when you say the name of the animals.

BEFORE THE AUDIO PROGRAMME

Sing the Do as I Say chant with actions such as *play, eat, sleep, wash*.

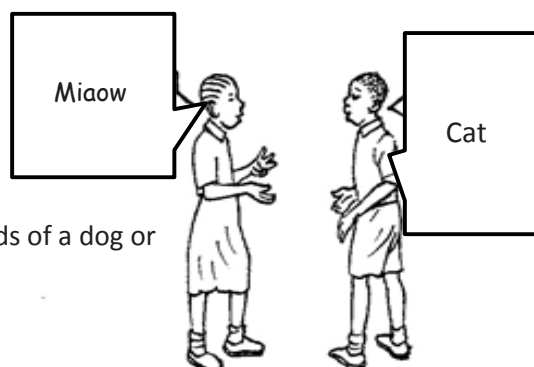
DURING THE AUDIO PROGRAMME

beg		eg
leg		peg
peg	Jj	leg
jet		let

AFTER THE AUDIO PROGRAMME

Activity 1: What animal is this? (Pairs)

- Put the children in A B pairs.
- Ask children A to make the sound of a dog or a cat.
- Children B say the name of the animal.
- Circulate to help the children.
- After 2 minutes ask children B to make the sounds of a dog or a cat.
- Children A say the name of the animal.



Activity 2: Do this if you hear /j/ (Whole class)

- Tell the children when they hear a word that begins with the sound /j/ they should make a small jump in the air.
- Say the following words slowly, each time checking to see if the children are jump- ing when the word begins with the sound /j/: *jar, plate, jam, jump, read, jet, joy, car, Jane, Hirwa, juice, run, jog, join*.
- Ask children what sound is at the beginning of the word 'jump'? Ask children what letter makes the /juh/ sound.
- Write an upper case and a lower case letter J j on the board, make them big enough for all to see them. Ask the children to stand up and show them how to trace the letter J in the air with their finger while saying J.

LESSON 2: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Use new vocabulary about animals.
- Identify words that begin with the same sound /j/

Key content:

- *What animal is this?*
- *A dog*
- *A cat*

Teaching tip:

Pupils use context and picture clues to find out the meaning of different words.

WARM UP

5 minutes

Sing the Do as I Say chant with actions such as *play, eat, sleep, wash*.

REVIEW

5 minutes

Sing the short /e/ chant.

PRESENTATION

10 minutes

- Ask children to open their textbooks.

Keynote pp. 16, 38, 40, 41

Success pp. 51, 63

New Primary p. 88

Progressive p. 39

- Point at the picture of the dog and ask children to put their finger on it. Say, *Dog* and ask the children to repeat. Point to the picture of the cat and ask the children to put their finger on it. Say: *Cat* and ask the children to repeat.
- Explain to the children that cats and dogs are *animals*. Explain the word *animal*.
- Point at the picture of the dog and ask children, What animal is this? Help them answer a dog. Repeat the activity with cat.

APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- Put children into A B pairs. Tell children you will say the name of an animal (dog, cat) and they must mime how it walks and make the sound of that animal.
- Children A say the name of an animal (dog, cat) and Children B mime how it makes the sound. After 3 minutes they change roles.



Activity 2: Do this if you hear /j/ (Whole class)

- Tell the children when they hear a word that begins with the sound /j/ they should make a small jump in the air. Say the following words slowly: *jar, cup, jam, jump, door, jet, joy, pencil, Jane, Mahoro, juice, flag, jog, join*.
- Ask children what sound is at the beginning of the word 'jump'? Ask children what letter makes the /'juh/' sound. Explain that 'Jay' is the name of the letter but /juh/ is the sound. Write an upper case and a lower case letter J on the board and show the children how to trace the letter J in the air with their finger while saying "jay".



EVALUATION

5 minutes

Encourage children to chant the letter J chant;

J, J, J, J is for jump, J is for John, J says /j/, /j/, /j/.

HOMEWORK



Children show their family members that they know the words cat and dog.



LESSON 3: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Use vocabulary words about animals.
- Identify words that begin with the sound /y/.

Key content:

- What animals is this?
- A cow, a goat, a pig, a sheep.

Teaching Aids:

- Audio lesson (E-P1-T3-W6-L3) .
- Phone and speakers.

Teaching tip

Play rhyming games, it helps children identify sounds and letters that are the same and leads to accurate spelling.

BEFORE THE AUDIO PROGRAMME

Review the English names and sounds of the letters l, p and j. Write the letters on the board and ask children words they know with these sounds.

DURING THE AUDIO PROGRAMME

l Pp Jj
Yy

AFTER THE AUDIO PROGRAMME

Activity 1: I am a (Whole class)

- Ask a boy to come to the front and ask the child to mime and make the sound of an animal (cat, dog, cow, goat, pig, and sheep).
- Ask the class: “What animal is this?”
- The first girl to answer correctly goes to the front and mimes an action to continue the game.
- Repeat the activity several times changing between boys and girls.

Activity 2: Do this if you hear /y/ (whole class)

- Ask children to say YES if they hear the sound /y/ at the beginning of a word.
- Say the following words slowly, each time confirming if it has the /y/ sound: yes, no, blue, yellow, banana, yam, you, me, house, yard, cloth, yarn.
- Ask children what sound is at the beginning of the word “Yes”?
- Ask children what letter makes the sound /yuh/? /Y/.
- Write an upper case and a lower case letter Y, on the board, make them big enough for all children to see them. Ask the children to stand up and show them how to trace the letter Y in the air with their finger while saying Y.

Y y

LESSON 4: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Use vocabulary words about animals.
- Identify words that begin with the sound /y/.

Key content:

- *What animal is this?*
- *A cow, a goat, a pig, a sheep*

WARM UP

5 minutes

Play *I am a...* Say the name of an animal (cat, dog) and children walk and make the sound of that animal.

REVIEW

5 minutes

Sing the short /e/ chant.

PRESENTATION

10 minutes

- Ask children to open their textbooks.

Keynote pp.16, 38, 40, 41

Success pp. 51, 63

New Primary p. 88

Progressive p. 39

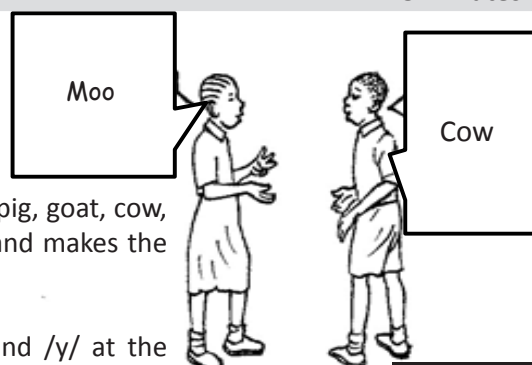
- Point at the picture of the cow and ask children to put their finger on it. Say: *cow* and ask the children to repeat. Point at the picture of the goat and ask the children to put their finger on it. Say: *Goat* and ask the children to repeat.
- Explain to the children that cows and goats are animals.
- Point at the picture of the cow and ask children, *what animal is this?* Help them answer: *a cow*.
- Repeat the activity with goat, pig and sheep.

APPLICATION

15 minutes

Activity 1: Role play (Pairs)

- Put children into A B pairs. Tell children you will say the name of an animal (dog, cat, pig, goat, cow, and sheep) and they mime how it walks and make the sound.
- Children A say the name of an animal (dog, cat, pig, goat, cow, and sheep) and Children B mime how it walks and makes the sound. After 3 minutes they change roles.



Activity 2: Do this if you hear /Y/ (whole class)

- Ask children to say YES if they hear the sound /y/ at the beginning of a word.
- Say the following words slowly, each time confirming if it has the /y/ sound: *yard, cloth, yarn, blue, yellow, banana, yam, yes, no, you, me, home*.
- Ask children what sound is at the beginning of the word "Yes"? Ask children what letter makes the sound /Y/ ?
- Explain that the letter name is Y but the letter makes the sound 'yuh'.
- Write an upper case and a lower case letter Y, on the board. Show the children how to trace the letter Y in the air with their finger while saying /Y/.

Y y

EVALUATION

5 minutes

Ask the children to stand and sing the Y chant Y, Y, Y, Y is for yam, Y is for yes, Y says /y/ /y/ /y/.

HOMEWORK



Children show their family members that they know how to say cow, goat, pig and sheep.



LESSON 5: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Answer the question: do you like.....?
Yes, I like..... No, I don't like.....
- Identify words that rhyme.

Key content:

- I like
- I don't like

Teaching Aids:

- Audio lesson (E-P1-T3-W6-L5).
- Phone and speakers.

Teaching tip

Ask the children often what they like and what they don't like, encourage them to use these expressions to express themselves.

BEFORE THE AUDIO PROGRAMME

Play the game *I am a.....(dog, cat, sheep, cow, goat, pig)*.

DURING THE AUDIO PROGRAMME

Jj Yy Eep e t yet get
w e t

AFTER THE AUDIO PROGRAMME

Activity 1: Animals (Pairs)

- Review the names of animals by saying the name of an animal (cat, dog, cow, goat, pig, and sheep) and having the children make the sound. Ask a boy and girl to come to the front. Ask the two children do you like dogs? And help the two children answer using the structures: *Yes, I like dogs. No, I don't like dogs.*
- Put the children in A B pairs and tell them to answer their partner. Ask them do you like cats? Children answer if they like or they don't like cats: *Yes, I like cats. No, I don't like cats.*
- Repeat with (dog, cow, goat, pig, sheep).



Activity 2: What two words end the same? (Whole class)

- Tell the children you will say three words and they will say which one does not end the same. Say the following words:
 - o wet, set, log
 - o met, sat, pet
 - o hat, get, mat
 - o got, let, pot



LESSON 6: READING THE STORY - THE PET

By the end of the lesson, pupils will be able to:
Read the story The Pet.

Key content:
Words with the endings –et

Teaching Aids:

- Audio Lesson (E-P1-T3-W6-L6).
- Phone and speakers.
- Daily Reader Story: *The Pet*.

Teaching tip

Show the children your book often as you read, help them follow the reading and show them which box they should be looking at.

BEFORE THE AUDIO PROGRAMME

Play the game I like... I don't like....

DURING THE AUDIO PROGRAMME

p y g w
-et
the and no is

AFTER THE AUDIO PROGRAMME

Activity 1: Re-telling the story (Pairs)

- Put children in pairs.
- Ask the children to re-tell the story in their own words to their partners.
- Ask a few pairs to come to the front and re-tell the story in their own words.



LESSON 7: READING THE STORY - THE PET

By the end of the lesson, pupils will be able to:
Read the story *The Pet*.

Key content:

Words that end with the letters
-et.

Teaching Aids:

Daily Reader Story: *The Pet*.

WARM UP

5 minutes

- Write the letters n p y g and w on the board. Write them big so all children can see them.
- Point at a letter and ask the children to say the sound the letter makes. Repeat with all the letters on the board. Write e and t and ask children what sound does e make? What sound does t make?
- Ask children what sound do you get when you put e and t together? Write -et on the board and then point at p. Ask the children what do you get when you add that /p/ to /et/? /p/+et/ makes pet. Repeat the activity with /y/, /g/, /n/ and /w/.

REVIEW

5 minutes

Ask the children to bring out their book and open to the page with the story *The Pet*. Give children 3 to 5 minutes to look at the story. Tell children that you will re-read the story from lesson 6. Ask the children the following questions, Who remembers the title? What animal is in the story? What happens to the pet? What happens to Jed?

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point at a different word and ask children to say it.
- Go faster and faster, make it fun.

no the is and

APPLICATION

15 minutes

Activity 1: Echo reading of *The Pet* (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures, point at and explain the words: *pet, Jed, get, wet*.
- Read again line by line asking them to repeat and point at the words they read.
- Continue, box by box, until all the boxes are read.



Activity 2: Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3: Pair reading

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

- Ask children to individually read the extra words at the end of their decodable texts.
- Circulate and help children sound out the words.
- Model how to fill in the missing words to complete the sentences. Ask children to copy the two sentences in their notebooks.

HOMEWORK



Children take the primer home and read the story *The Pet* and the sentences they copied to an adult or a sibling.

Week 7 – Week at a glance – Animals at home

	Lesson 1 (Audio) Animals at home	Lesson 2 Animals at home	Lesson 3 (Audio) Animals at home	Lesson 4 Animals at home	Lesson 5 (Audio) Animals at home	Lesson 6 (Audio) Dig	Lesson 7
New Learning	Animals at home	Animals at home	Animals at home	Animals at home	Animals at home	Dig	Dig
New structures & vocabulary	Rabbit, rat, hen, duck	Rabbit, rat, hen, duck	Home, animal. Do you have a at home? Yes, I have a at home.	Home, animal. Do you have a at home? Yes, I have a at home.	How many do you have? I have ...	Sight words review: is, a, go	Sight words review : is, a, go
Letter study	Q q Short i	Q q Short i	X x	X x	Q / X	short /i/	short /i/
Game	I am a..... Pass the pencil What 2 words end the same? Do this If you hear /Qu/	Do this if you hear / qu/ Make 2 words end the same? What is the rhyme?	I am a... Pass the pencils Say and write the word	I am a... Say and write the word	Pass the Pencils What 2 words end the same? What is the rhyme? Say and write the word	Buzz Tell me a word that rhymes with	Buzz
Song, chant or rhyme	Animal song Rhyming song Letter sound chant /q/	Short /i/ chant Animal song	Letter sound chant /i/, /y/, /q/ Do you have? chant Animal song	Short /i/ chant Animal song	Animal song Do you have? chant	Animal song Do you have chant?	
Textbooks							
Keynote		pp. 38, 51, 68		pp. 16, 38, 51			
Success English		pp. 19, 30, 41, 53		pp. 30, 40, 41, 46			
New Primary		pp. 75, 89, 90		pp. 24, 89			
Progressive		pp. 10, 39, 64		p.39			



LESSON 1: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Use vocabulary words about animals.
- Identify words that begin with the sound /q/.

Key content:

- What animal is this?
- A hen, a duck, a rat, a rabbit

Teaching Aids:

- Audio lesson (E-P1-T3-W7-L1).
- Phone and speakers.

Teaching tip

Play games where children say the rhyming words.

BEFORE THE AUDIO PROGRAMME

Play the game *I am With cow, dog, cat, sheep, pig, goat.*

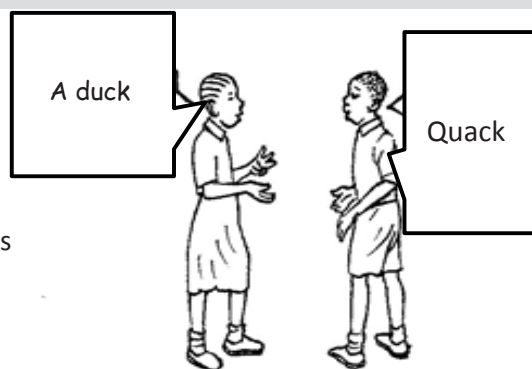
DURING THE AUDIO PROGRAMME

Q q
Kim win him tin

AFTER THE AUDIO PROGRAMME

Activity 1: What animal is this? (Pairs)

- Put the children in A B pairs.
- Ask children A to make the sound and mime an animal.
- Children B say the name of the animal.
- Circulate to help the children.
- After 2 minutes ask children B to make the sounds of a dog or a cat.
- Children A say the name of the animal.



Activity 2: Do this if you hear /q/ (Whole class)

- Tell the children when they hear a word that begins with the sound /q/ they should quack like a duck.
- Say the following words slowly, each time checking to see that the children are jumping if the word begins with the sound /q/: *slow, quick, start, quit, bee, queen, loud, quiet, woof, quack, test, quiz.*
- Ask children what sound is at the beginning of the word 'quick'? Ask children what letter makes the /K/ sound.
- Write an upper case and a lower case letter Q q on the board, make it big enough for all to see them.
- Ask the children to stand up and show them how to trace the letter J in the air with their finger while saying Q .

Q q

LESSON 2: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Use new vocabulary about animals.
- Identify words that begin with the same sound /i/.

Key content:

- *What animal is this?*
- *A hen, a duck, a rat, a rabbit*

WARM UP

5 minutes

Play the game *I am a.....* with cow, dog, cat, sheep, pig, goat.

REVIEW

5 minutes

Sing the short /i/ chant.

PRESENTATION

10 minutes

- Ask children to open their textbooks.

Keynote pp. 16, 38, 40, 41

Success pp. 51, 63

New Primary pp. 88

Progressive pp. 39

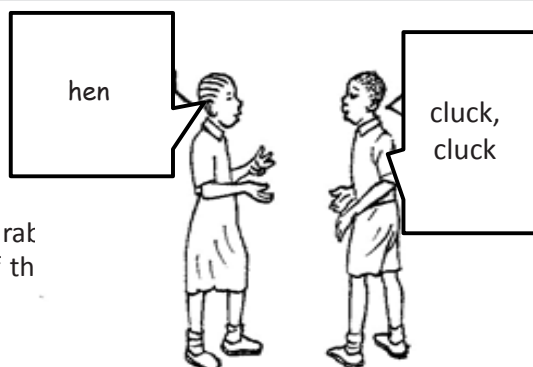
- Point at the picture of the hen and ask children to put their finger on it. Say: Hen and ask the children to repeat.
- Point at the picture of another animal (duck, rat and rabbit) and ask children to put their finger on it. Say the name of the animal and ask the children to repeat. Ask the children to explain what an animal is and give examples. Point at the pictures of animals and ask children, what animal is this? And help the children answer.

APPLICATION

15 minutes

Activity 1: Role play (pairs activity)

- Put children into A B pairs. Tell children you will say the name of an animal (hen, rat, rabbit, and duck) and they must mime how it walks and make the sound of the animal.
- Children A say the name of an animal (hen, rat, rat and Children B mime how it makes the sound of the animal. After 3 minutes they change roles.



Activity 2: Do this if you hear /Q/ (whole class)

- Tell the children when they hear a word that begins with the sound /Q / they should quack like a duck. Say the following words slowly, each time checking to see that the children are quacking if the word begins with the sound /q/: *slow, quick, start, quit, bee, queen, loud, quiet, woof, quack, test, quiz.*
- Ask children what sound is at the beginning of the word 'quick' (kwuh)?
- Ask children what letter makes the "kwuh" sound. Write an upper case and a lower case letter Q q on the board, make it big enough for all to see. Explain to the children that big Q is like O with a line and that little /q/ is like /p/ backwards. Ask the children to stand up and show them how to trace the letter Qq in the air with their finger while saying Q .



EVALUATION

5 minutes

Encourage children to chant the letter Q q chant.

HOMEWORK



Children show their family members that they know how to say the words hen, duck, rat, rabbit.



LESSON 3: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Answer the question: Do you have.... at home?
- Recognize and write the letter x.

Key content:

- Do you have at home?
- Yes, I have at home.
- No, I don't have at home.

Teaching Aids:

- Audio lesson (E- P1- T3- W7- L3).
- Phone and speakers.

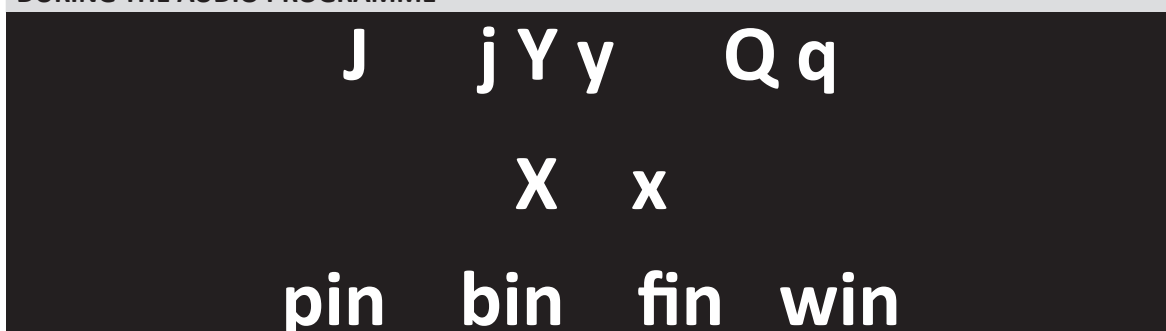
Teaching tip

Play games where you take away a letter to make a new word.

BEFORE THE AUDIO PROGRAMME

Review the English names and sounds of the letters j, y and q. Write the letters on the board and ask children words they know with these sounds.

DURING THE AUDIO PROGRAMME



AFTER THE AUDIO PROGRAMME

Activity 1: I am a... (Whole class)

- Ask a boy to come to the front and ask the child to mime and make the sound of an animal (cat, dog, cow, goat, pig, sheep, hen, rat, duck, and rabbit).
- Ask the class: *What animal is this?*
- The first girl to answer correctly goes to the front and mimes an action to continue the game.
- Repeat the activity several times alternating between boy, girl, boy, girl.

Activity 2: Pass the Pencils

- Distribute four pencils, ask the question: Do you have sheep at home?
- Let the pencils circulate.
- Clap your hands.
- Children with the pencils hold them in the air and answer the questions.
- Continue the game with other animals. Example: do you have rabbits at home?

LESSON 4: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Answer the question: Do you have ... at home?
- Recognize and write the letter X.

Key content :

- Do you have ... at home?
- Yes I have at home.
- No I don't have ... at home

WARM UP

5 minutes

Play *I am a...* Say the name of an animal (cat, dog, pig, goat, duck, hen, sheep, rat, rabbit) and children to walk and make the sound of that animal.

REVIEW

5 minutes

Sing the short /i/ chant.

PRESENTATION

10 minutes

- Ask children to open their textbooks. Point at the picture of the cow and ask children to put their finger on it. Say: Cow and ask the children to repeat. Point at the picture of the cow and ask the children to put their finger on it. Say: Do you have a cow at home? Help the children answer, Yes I have a cow at home or No I don't have a cow at home.
- Repeat the questions and answer but this time say: Cows in the plural: "Do you have cows at home?" Help the children answer with: Yes I have cows at home or No I don't have cows at home.

APPLICATION

15 minutes

Activity 1: Pass the Pencils (Whole class)

- Distribute four pencils, ask the question: Do you have ducks at home?
- Let the pencils circulate.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question.
- Continue the game with other animals. Example: Do you have rabbits at home?

Activity 2: Say and write the word (Whole class)

- Write the word *lip* on the board.
- Ask children to say the word that rhymes with lip and begins with /r/ (rip).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with lip and rip and begins with /s/ (sip).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with lip, rip, and sip and begins with /h/ (hip).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with lip, rip, sip, and hip and begins with /n/ (nip).

EVALUATION

5 minutes

Have the children sing the animal song.

HOMEWORK



Children show their family they know how to say if you have or don't have animals at home.



LESSON 5: ANIMALS AT HOME

By the end of the lesson, pupils will be able to:

- Answer the question: How many..... do you have?
- Spell words that rhyme.

Key content:

- I have
- I don't have

Teaching Aids:

- Audio lesson (E-P1-T3-W7-L5).
- Phone and speakers.

Teaching tips

Play phonics games often. Use short simple words and ask children, what sound is at the end, what letters make that sound.

BEFORE THE AUDIO PROGRAMME

Play the game *I am a.....*

DURING THE AUDIO PROGRAMME

six fix
rip sip

pig big dig rig

AFTER THE AUDIO PROGRAMME

Activity 1: How many animals do you have? (Pairs)

- Put children in A B pairs. Children ask each other: How many dogs do you have? And answer each other.
- Continue with (duck, cow, goat, hen, pig, rabbit, sheep).

Activity 2: What two words end the same? (Whole class)

- Tell the children you will say three words and they will say which one does not end the same. Say the following words:
 - o Pig, dig, pet
 - o Sit, hat, pit
 - o Rip, get, lip
 - o Jim, let, Tim





LESSON 6: READING THE STORY - DIG

By the end of the lesson, pupils will be able to:
Read the story *Dig*.

Key content:
Words with the short /i/
Teaching Aids:
• Daily Reader Story: *Dig*
• Audio lesson (E-P1-T3-W7-L6).
• Phone and speakers.

Teaching tip

Show the children your book often as you read, to help them follow and to show them which box they should be looking at.

BEFORE THE AUDIO PROGRAMME

Play *I am a...* Say the name of an animal (cat, dog, pig, goat, duck, hen, sheep, rat, rabbit) and children walk and make the sound of that animal.

DURING THE AUDIO PROGRAMME

K b j d g m r p s w

-im -ig

pit sit fit hit

Kim Jim

AFTER THE AUDIO PROGRAMME

Activity 1: Re-telling the story (Pairs)

- Put children in A B pairs.
- Ask the children to re-tell the story in their own words to their partners.
- Ask a few pairs to come to the front and re-tell the story in their own words.

Activity 2: Practicing sight words (Whole class)

- Write 3 words on the board (a, is, go).
- Point at a different word and ask children to say it. Go faster and faster, make it fun.



LESSON 7: READING THE STORY - DIG

By the end of the lesson, pupils will be able to:
Read the story *Dig*.

Key content:
Words with the short /i/
Teaching Aids:
Daily Reader: *Dig*.

WARM UP

5 minutes

- Write the letters k, b, j, d, g, m, r, p, s and w on the board. Write them big so all children can see them.
- Point at a letter and ask the children to say the sound the letter makes. Repeat with all the letters on the board. Write i and ask children: What sound does short /i/ make? What sound does M make?
- Ask children what sound do you get when you put short /i/ and /m/ together? Write /-im/ on the board and then point to /j/. Ask the children what do you get when you add that /j/ to /im/? /j/+im/ makes Jim. Repeat the activity with /d/ and /-ig/.

REVIEW

5 minutes

Ask the children to bring out their book and open to the page with the story: *Dig*. Give children 3 to 5 minutes to look at the story. Tell children that you will re-read the story from lesson 6. Ask the children the following questions, Who remembers the title? *Dig*. What does Kim do? What does Jim do?

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point at a different word and ask children to say it.
- Go faster and faster, make it fun.

go a is

APPLICATION

15 minutes

Activity 1: Echo reading of the story, *Dig* (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point to *wins, Jim, digs, big, is*.
- Read again line by line asking them to repeat and point at the words they read.
- Continue, box by box, until all the boxes are read.

Activity 2: Choral reading (Whole class)

- Have children read the story out loud together, keeping their eyes on and pointing to each word as they read it.

Activity 3: Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

- Ask children to individually read the extra words at the end of their decodable texts. Circulate and help children sound out the words.
- Model how to fill in the missing words to complete the sentences. Ask children to copy the two sentences in their notebooks.

HOMEWORK






Children take the primer home and read the story *Dig* and the sentences they copied to an adult or a sibling.

WEEK 6 AND 7 ASSESSMENT TASKS

Assessment task 1 – Recognize High Frequency Words

Point at the words below and ask the child to read them.




and six is go a

		
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

Assessment task 2 – Name the animal

Point at the pictures below and ask the child to name the animal.






		
Did not name any animal correctly	Named 2 or less animals correctly	Named 3 or more animals correctly

Assessment task 3 – Words that rhyme

Tell the children you will say three words and they will say which one does not end the same. Say the following words:

- wet, set, log
- met, sat, pet
- hat, get, mat
- got, let, pot

		
Did not find any correct answer	Found 2 or less correct answers	Found 3 or more correct answers

WEEKS 6 AND 7 ASSESSMENT TASK RECORD

Record student performances on the tasks like this:

[illegible]

Week 8 – Week at a glance – Objects in the home

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Objects in the home	Objects in the home	Objects in the home	Objects in the home	Objects in the home	Up and down	Up and down
New structures & vocabulary	What is this? It is a plate, cup, spoon, pot	What is this? It is a plate, cup, spoon, pot	It is a chair, table, bed, mat, jerry can	It is a chair, table, bed, mat, jerry can	Show me a ... Point at a ...	Sight words : down	Sight words : down
Letter study	Z z Short /u/	Z z Short /u/	Counting syllables	Counting syllables	Short /u/	Short /u/	Short /u/
Game	I am a..... Pass the pencils What 2 words end the same? Do this If you hear /z/	Do this if you hear /z/ Make 2 words end the same? What is the rhyme?	Pass the pencils Count the syllables Say and write the word	Count the syllables Say and write the word	Show me/Point at the same? What is the rhyme? Say and write the word.	Buzz How many words?	Buzz How many words?
Song, chant or rhyme	What is this? Letter sound chant /z/		Short /u/ chant What is this?	Short /u/ chant	What is this? Short /u/, Letter /z/ sound chant		
Textbooks							
Keynote	pp. 28 - 32	pp. 28 - 32	pp. 28 - 32	pp. 28 - 32	pp. 28 - 32		
Success English	pp. 30 - 34	pp. 30 - 34	pp. 30 - 34	pp. 30 - 34	pp. 30		
New Primary	pp. 29, 30	pp. 29, 30	pp. 29, 30	pp. 24, 89	p. 29		
Progressive	pp. 9, 37, 42 - 43	pp. 9, 37, 42 - 43	pp. 8, 36, 42 - 43	pp. 8, 36, 42 - 43	pp. 8, 9		



LESSON 1: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Use vocabulary words about objects in the home.
- Identify words that begin with the sound /z/.

Key content:

- *What is this?*
- *This is a spoon, plate, cup, pot*

Teaching Aids:

- Audio lesson (E-P2-T3-W8-L1).
- Phone and speakers.
- Spoon, plate, cup, pot

Teaching tip

When possible use real objects to teach the new vocabulary, it is easier for the children to learn the new words this way.

BEFORE THE AUDIO PROGRAMME

Sing the letter chants for Qq and Xx.

DURING THE AUDIO PROGRAMME

Z z
bug cut rug nut

AFTER THE AUDIO PROGRAMME

Activity 1: What is this? (Pairs)

- Put the children in A B pairs and tell them to open their textbooks.
- Ask children A to point at an object and ask: *What is this?* And children B answer: *This is a*
- Circulate to help the children.
- After 2 minutes ask children B to point at an object and ask: *What is this?*
- Children A answer.

Activity 2: Do this if you hear /z/ (Whole class)

- Tell the children when they hear a word that begins with the sound /z/ they should make the sound of a bee ...zzzzzzz...
- Say the following words slowly, each time checking to see that the children are saying zzzzzz if the word begins with the sound /z/: *zebra, jug, zet, zen, bag, zinc, pet, zion, zig, hen, zag pig, zoo.*
- Ask children what sound is at the beginning of the word zap? Ask children what letter makes the zzz sound.
- Write an upper case and a lower case letter Z z on the board, make it big enough for all the children to see them.
- Ask the children to stand up and show them how to write the letter Z in the air with their finger while saying zzz.

Note: You will need a plate, cup, spoon and pot for the next lesson.

Z z

LESSON 2: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Use new vocabulary about objects in the home.
- Identify words that begin with the same sound /z/.

Key content:

- *What is this?*
- *This is a spoon, plate, cup, pot*

WARM UP

5 minutes

Play the game *What is this?* with household objects.

REVIEW

5 minutes

Say a letter and ask children to write it in the air.

PRESENTATION

10 minutes

- Show the children a spoon and say: Spoon. Ask the children to repeat the word. Repeat the same activity with plate, cup and pot. Ask children to open their textbooks. Point at the picture of the spoon and ask children to put their finger on it.
- Ask: What is this? And help the children answer, a spoon. Ask the children to repeat, spoon. Repeat the same activity with plate, cup and pot.

APPLICATION

15 minutes

Activity 1: What is this? (Pairs)

- Put children into A B pairs and tell them to open their textbooks:
- Ask children A to point at an object and ask: What is this? and children B answer: This is a ...
- Circulate to help the children. After 2 minutes ask children B to point at an object and ask: "What is this?" and children A answer.

Activity 2: Do this if you hear /z/ (whole class)

- Tell the children when they hear a word that begins with the sound /z/ they should make the sound of a bee ...zzzzzz...
- Say the following words slowly, each time checking to see that the children are saying zzzzzz if the word begins with the sound /z/: *zebra, jug, zet, zen, bag, zinc, pet, zion, zig, hen, zag, pig, zoo*.
- Ask children: What sound is at the beginning of the word 'zap'? Ask children letter makes the "zzz" sound.
- Write an upper case and a lower case letter Z z on the board.
- Ask the children to stand up and show them how to trace the letter Z in the air with their finger while saying "zzz".

Z z

EVALUATION

5 minutes

Play the game *What is this?* with the objects.

HOMEWORK



Children show their family members that they the name for spoon, plate, cup, pot.



LESSON 3: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Use vocabulary words about objects in the home.
- Count syllables.

Key content:

- *What is this?*
- *This is a*
- *Bed, table, chair, mat, jerry can*

Teaching Aids:

- Audio lesson (E- P1- T3- W8- L3).
- Phone and speakers.
- Spoon, plate, cup, pot and objects or pictures of objects: chair, table, bed, mat, jerry can and stones for counting (4 per child.)

Teaching tip

Show the children how to count the syllables by counting on their fingers, clapping for each syllable, putting a bean or stone for each time they hear a syllable.

BEFORE THE AUDIO PROGRAMME

Play: *What is this?*

DURING THE AUDIO PROGRAMME

gum sum mum

AFTER THE AUDIO PROGRAMME

Activity 1: What is this? (Pairs)

- Put the children in A B pairs and tell them to open their textbooks. Ask children B to point at an object and ask, *What is this?* and children A answer: *This is a*
- Circulate to help the children.
- After 2 minutes, ask children A to point at an object and ask: *What is this?* And children B answer: *This is a ...*

Activity 2: Count the syllables (Whole class)

- Ask children to bring out small stones for counting.
- Say the following words and ask children to put a stone for each syllable then count the stones Morning (2), good (1), flag (1), grandmother (3), bed (1) animal (3) pig (1).

Note: You will need a plate, cup, spoon, pot and objects or pictures of objects: chair, table, bed, mat, jerry can for the next lesson.

LESSON 4: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Use vocabulary words about objects in the home.
- Count syllables.

Key content:

- What is this?
- This is a bed, table, chair, mat, jerry can

Teaching Aids:

Spoon, plate, cup, pot and objects or pictures of objects: chair, table, bed, mat, jerry can and stones for counting (4 per child)

WARM UP

5 minutes

Play the game *What is this....* with spoon, plate, cup and pot.

REVIEW

5 minutes

Sing the short /u/ chant.

PRESENTATION

10 minutes

- Show the children a chair and say: Chair. Ask the children to repeat the word. Repeat the same activity with table. Ask children to open their text books. Point at the picture of the mat and ask children to put their finger on it. Ask: What is this? and help the children answer: a mat.
- Repeat the same activity with bed and jerry can.

APPLICATION

15 minutes

Activity 1: What is this? (Pairs)

- Put the children in A B pairs and tell them to open their textbooks: Ask children B to point at an object and ask: *What is this?* And children A answer: *This is a ...*
- Circulate to help the children.
- After 2 minutes, ask children A to point at an object and ask: *What is this?* And children B answer: *This is a*

Activity 2: Say and write the word (Whole class)

- Write the word bun on the board.
- Ask children to say the word that rhymes with bun and begins with /r/ (run).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with bun and run and begins with /s/ (sun).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with bun, run, sun and begins with /f/ (fun).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with lip, rip, sip, and hip and begins with /n/ (nip).

EVALUATION

5 minutes

Play *What is this?*

HOMEWORK



Children show their family they know how to say chair, table, bed, mat, and jerry can.



LESSON 5: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Point at objects from the home.
- Spell words that rhyme.

Key content:

- *Point at*
- *Show me...*

Teaching Aids:

- Audio lesson (E-P1-T3-W8-L5).
- Phone and speakers.

Teaching tip

Play I like / I don't like with clothes, colours, games. Encourage the children to say what it is they like and what they don't like.

BEFORE THE AUDIO PROGRAMME

Play the game *What is this?*

DURING THE AUDIO PROGRAMME

fun up sun cup
bug hug rug tug

AFTER THE AUDIO PROGRAMME

Activity 1: What two words end the same? (Whole class)

- Tell the children you will say three words and they will say which one does not end the same. Say the following words:
 - o Fun, sun, bat
 - o Cut, pig, nut
 - o Mat, bug, rug
 - o Up, down, cup



LESSON 6: READING THE STORY - UP AND DOWN

By the end of the lesson, pupils will be able to:
Read the story *Up and Down*.

Key content:
Words with the short /u/

Teaching Aids:

- Daily Reader Story: *Up and Down*.
- Audio lesson (E-P1-T3-W8-L6)
- Phone and speakers.

Teaching tip

Show the children your book often as you read, to help them follow and to show them which box they should be looking at.

BEFORE THE AUDIO PROGRAMME

Play *I am a...* Say the name of an animal (cat, dog, pig, goat, duck, hen, sheep, rat, rabbit) and children walk and make the sound of that animal.

DURING THE AUDIO PROGRAMME

p d m u
down goes is mum dad

AFTER THE AUDIO PROGRAMME

Activity 1: Re-telling the story (Pairs)

- Put children in A B pairs.
- Ask the children to re-tell the story in their own words to their partners.
- Ask a few pairs to come to the front and re-tell the story in their own words.



LESSON 7: READING THE STORY - UP AND DOWN

By the end of the lesson, pupils will be able to:
Read the decodable story *Up and Down*.

Key content:
Words with the short /u/
Teaching Aids:
Daily Reader story: *Up and Down*.

WARM UP ACTIVITY

5 minutes

- Write the letters p, d, m and u on the board. Write them big so all children can see them.
- Point at a letter and ask the children to say the sound the letter makes. Repeat with all the letters on the board. Write u and ask children what sound does u make? What sound does p make?
- Ask children what sound do you get when you put /u/ and /p/ together? up. Repeat the activity with u and m.

REVIEW

5 minutes

Ask the children to bring out their book and open to the page with the story: Up and Down. Give children 3 to 5 minutes to look at the story. Tell children that you will re-read the story from lesson 6. Ask the children the following questions: Who remembers the title? (Up and Down.)

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point at a different word and ask children to say it.
- Go faster and faster, make it fun.

is down goes

APPLICATION

15 minutes

Activity 1: Echo reading of Up and Down (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point at *mum, up, jump*.
- Read again line by line asking them to repeat and point at the words they read.
- Continue, box by box, until all the boxes are read.



Activity 2: Choral reading (Whole class)

- Have children read the book out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3: Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

- Ask children to individually read the extra words at the end of their decodable texts. Circulate and help children sound out the words.
- Model how to fill in the missing words to complete the sentences. Ask children to copy the two sentences in their notebooks.

HOMEWORK



Children take the primer home and read the story *Up and Down* and the sentences they copied to an adult or a sibling.

Note: You will need a plate, cup, spoon, pot and objects or pictures of objects: chair, table, bed, mat, jerry can for the next lesson.

Week 9 – Week at a glance – Objects in the home.

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Objects in the home	Objects in the home	Objects in the home	Objects in the home	Objects in the home	Get in the Tub	Get in the Tub
New structures & vocabulary	Review colours What colour is the The is....	Review colours What colour is the The is....	Do you have aat home? Yes, I have a ... at home. No, I don't haveat home	Do you have aat home? Yes, I have a ... at home. No, I don't haveat home	How many Do you have? I have	Sight words : the, in, no	Sight words: the, in , no
Letter study	Short /u/	Short /u/	Counting syllables	Counting syllables	Short /u/	Short /u/ Short /i/	Short /u/ Short /i/
Game	I am a..... Pass the pencils Say and write the word What 2 words end the same? What is the rhyme?	Say and write the word What 2 words end the same? What is the rhyme?	Pass the pencils Count the syllables Say and write the word	Count the syllables Say and write the word	Show me/Point at What 2 words end the same? What is the rhyme? Say and write the word.	Buzz How many words?	Buzz How many words?
Song, chant or rhyme	Rhyming song Colour song		Short /u/ chant Do you have ...? chant	Short /u/ chant	Short /u/ chant		
Textbooks							
Keynote	pp. 28 - 32	pp. 28 - 32	pp. 28 - 32	pp. 28 - 32	pp. 28, 29		
Success English	pp. 30 - 34	pp. 30 - 34	pp. 30 - 34	pp. 30 - 34	pp. 30		
New Primary	pp. 22, 23, 29, 30	pp. 22, 23, 29, 30	pp. 22, 23, 29, 30	pp. 22, 23, 29, 30	p. 29		
Progressive	pp.8, 9, 36, 37, 42, 43	pp.8, 9, 36, 37, 42, 43	pp.8, 36, 42 - 43	pp.8, 36, 42 - 43	pp. 8, 9		



LESSON 1: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Say the colour of objects in the home.

Key content:

- *What colour is the?*
- *The is*

Teaching Aids:

- Audio lesson (E-P1-T3-W9-L1).
 - Phone and speakers.
- Spoon, plate, cup, pot, pictures of a chair, table, bed, mat, jerry can.

Teaching tip

When possible use objects to teach the new vocabulary, it is easier for the children to learn the new words this way.

BEFORE THE AUDIO PROGRAMME

Play *What is this?* with objects from the home

DURING THE AUDIO PROGRAMME

sit
hit fit
run kid
sun lid

AFTER THE AUDIO PROGRAMME

Activity 1: What is this? (Pairs)

- Put the children in A B pairs and tell them to open their textbooks:
- Ask children A to point at a cup and ask, *What colour is the cup?* And children B answer: The cup is.....
- Circulate to help the children.
- After 2 minutes ask children B to point at a plate and ask: What colour is the plate?
- Children A answer, The plate is....

Activity 2: Say and write the word (Whole class)

- Write the word bat on the board.
- Ask children to say the word that rhymes with bat and begins with /r/ (rat).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with bat and rat and begins with /h/ (hat).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with bat, rat, hat and begins with /m/ (mat).
- Ask children to spell it and write it on the board.
- Ask children to read the words on the board.

Note: You will need pictures of/ or the following objects: a plate, cup, spoon, jerry can and pot for the next lesson.

LESSON 2: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:
Say the colour of objects in the home.

Key content:

- What colour is the...?
- The ... is

Teaching Aids:

Spoon, plate, cup, pot, pictures of a chair, table, bed, mat, jerry can.

WARM UP ACTIVITY

5 minutes

Play the game *What is this?* with household objects.

REVIEW

5 minutes

Say letters and ask children to trace them in the air.

PRESENTATION

10 minutes

- Show the children a spoon and ask: What colour is the spoon. Ask the children to answer the question. The spoon is.... Repeat the same activity with plate, cup and pot. Ask children to open their textbooks. Point at the picture of the bed and ask children to put their finger on it.
- Ask: What colour is the bed? And help the children answer: The bed is..... Ask the children to point at objects and ask them the colour. Encourage them to answer in full sentences. Example: The bed is white.

APPLICATION

15 minutes

Activity 1: What colour is the... (Pairs)

- Put children into A B pairs and tell them to open their textbooks:
- Ask children A to point at a cup and ask: What colour is the cup? and children B answer: The cup is and say the colour.
- Circulate to help the children. After 2 minutes ask children B to point at an object and ask: What colour is the? and children A answer with The... is....

Activity 2: Count the syllables (Whole class)

- Ask children to bring out small stones for counting, say the following words and ask children to put a stone or bean for each sound they hear. They then count the sounds.
- Afternoon (3), hen (1), red (1), listen (2), cup (1), trousers (2).

EVALUATION

5 minutes

Play the game *What colour is this?* with the objects.

HOMEWORK

Children show their family they know how to say the names of objects.





LESSON 3: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Answer the question: Do you have at home?
- Count syllables.

Key content:

- Do you have a at home?
- Yes, I have a at home.
- No, I don't have a at home

Teaching Aids:

- Audio lesson (E-P1-T3-W9-L3).
- Phone and speakers.
- Spoon, plate, cup, pot and objects or pictures of objects: chair, table, bed, mat, jerry can and stones for counting 4 per child.

Teaching tip

Remind the children that when you have more than one you don't say "a" you add an s, for example, I have a cup at home, I have cups at home

BEFORE THE AUDIO PROGRAMME

Play: *What is this?*

DURING THE AUDIO PROGRAMME

mud tub rub

AFTER THE AUDIO PROGRAMME

Activity 1: Pass the Pencils (Whole class)

- Distribute four pencils, ask the question: Do you have chairs at home?
- Let the pencils circulate.
- Clap your hands.
- Children with the pencils hold them in the air and answer the questions.
- Continue the game with other animals. Example: Do you have jerry cans at home?

Activity 2: Say and write the word (whole class)

- Write the word bat on the board.
- Ask children to say the word that rhymes with bat and begins with /r/ (rat).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with bat and rat and begins with /h/ (hat).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with bat, rat, hat and begins with /m/ (mat).
- Ask children to spell it and write it on the board.
- Ask children to read the words on the board.

LESSON 4: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Answer the question: do you have at home?
- Count syllables.

Key content:

- Do you have a at home?
- Yes, I have a at home.
- No, I don't have at home.

Materials:

Spoon, plate, cup, pot and objects or pictures of objects: chair, table, bed, mat, jerry can and stones for counting 4 per child..

WARM UP

5 minutes

Play *What color is this?* with objects from home, clothing, classroom objects.

REVIEW

5 minutes

Sing the short /u/ chant.

PRESENTATION

10 minutes

- Ask children to open their text books. Point at the picture of a spoon and ask children to put their finger on it. Say: *Do you have a bed at home?* Help the children answer: *Yes I have a bed at home* or *No, I don't have a bed at home*. Repeat the questions and answer but this time say spoons in the plural: *Do you have spoons at home?* Help the children answer with: *Yes, I have spoons at home* or *No, I don't have spoons at home*.
- Repeat the activity several times with other objects.

APPLICATION

15 minutes

Activity 1: Pass the Pencil game (Whole class)

- Distribute four pencils, ask the question: Do you have chairs at home?
- Let the pencils circulate.
- Clap your hands.
- Children with the pencils hold them in the air and answer the question.
- Continue the game with other objects. Example: Do you have cups at home?

Activity 2: Say and write the word (Whole class)

- Write the word met on the board.
- Ask children to say the word that rhymes with met and begins with /g/ (get).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with met and get and begins with /s/ (set).
- Ask children to spell it and write it on the board.
- Ask children to say a word that rhymes with met, get, set and begins with /p/ (pet).
- Ask children to spell it and write it on the board.
- Ask children to read all the words on the board.

EVALUATION

5 minutes

Play *What is this?*

HOMEWORK



Children show their families the pictures in their textbooks and show them that they know how to say: I have cups at home.



LESSON 5: OBJECTS IN THE HOME

By the end of the lesson, pupils will be able to:

- Answer the question: *How many... do you have at home?*
- Spell words that rhyme.

Key content:

- *How many.... do you have at home?*
- *I have at home?*

Teaching Aids:

- Audio lesson (E-P1-T3-W9-L5).
- Phone and speakers.

Teaching tips

Review past vocabulary by playing the Point at game.

BEFORE THE AUDIO PROGRAMME

Play a counting game. Ask children how many pencils? How many fingers? How many girls? etc.

DURING THE AUDIO PROGRAMME

fun get sun pet
cut hut nut rut

APPLICATION

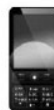
Activity 1: How many do you have? (Pairs)

- Put children in A B pairs: Children ask each other: How many plates do you have? And they answer each other.
- Continue with (mats, cups, pots, spoons, chairs, jerry cans, beds).

Activity 2: What two words end the same? (Whole class)

- Tell the children you will say three words and they will say which one does not end the same. Say the following words:
 - o Hat, bat, pen
 - o Sheep, cat, sweep
 - o Morning, afternoon, evening
 - o Mother, children, father





LESSON 6: READING THE STORY - GET IN THE TUB

By the end of the lesson, pupils will be able to:
Read the story *Get in the Tub*.

Key content:
Words with the short /u/ and short /i/

Teaching Aids:

- Daily Reader Story: *Get in the Tub*.
- Audio lesson (E-P1-T3-W9-L6)
- Phone and speakers.

Teaching tip

Show the children your book often as you read, to help them follow and to show them which box they should be looking at.

BEFORE THE AUDIO PROGRAMME

Play *I am a...* Say the name of an animal (cat, dog, pig, goat, duck, hen, sheep, rat, rabbit) and children walk and make the sound of that animal.

DURING THE AUDIO PROGRAMME

t h k d r n s b g u i
the in no run digs

AFTER THE AUDIO PROGRAMME

Activity 1: Re-telling the story (Pairs)

- Put children in pairs.
- Ask the children to re-tell the story in their own words to their partners.
- Ask a few pairs to come to the front and re-tell the story in their own words.



LESSON 7: READING THE STORY - GET IN THE TUB

By the end of the lesson, pupils will be able to:
Read the story *Get in the Tub*.

Key content:

- Words with the short /u/
- Sight words: the, in, no.

WARM UP ACTIVITY

5 minutes

- Write the letters t, h, k, d, r, n, s, b, g, u and i on the board. Write them big so that all children can see them.
- Point at a letter and ask the children to say the sound the letter makes. Repeat with all the letters on the board. Write i and ask children what sound does short /i/ make? What sound does d make?
- Ask children what sound do you get when you put i and d together? (id). Write -id on the board and then point at k. Ask the children: What you get when you add /k/ to /id/? (kid). Repeat the activity with t and r and u b.

REVIEW

5 minutes

Ask the children to bring out their books and open to the page with the story: *Get in the Tub*. Give children 3 to 5 minutes to look at the story. Tell children that you will re-read the story from lesson 6. Ask the children the following questions, Who remembers the title? *Get in the Tub*.

PRESENTATION

10 minutes

- Write the words in the box on the board.
- Point at a different word and ask children to say it.
- Go faster and faster, make it fun

no the in

APPLICATION

15 minutes

Activity 1: Echo reading of *Get in the Tub* (Whole class)

- Read the first page to the children.
- Have them point at each word as you read it.
- Ask them to look at the pictures and point at *kid, dig, sits, runs, rub*
- Read again line by line asking them to repeat and point at the words they read.
- Continue, box by box, until all the boxes are read.



Activity 2: Choral reading (Whole class)

- Have children read the book out loud together, keeping their eyes on and pointing at each word as they read it.

Activity 3: Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

EVALUATION

5 minutes

- Ask children to individually read the extra words at the end of their decodable texts. Circulate and help children sound out the words.
- Model how to fill in the missing words to complete the sentences. Ask children to copy the two sentences in their notebooks.

HOMEWORK



Children take the primer home and read the story *Get in the Tub* and the sentences they copied to an adult or a sibling.




WEEK 8 AND 9 ASSESSMENT TASKS

Ask children one by one to come to your table

Assessment task 1 – Recognize High Frequency Words

Point at the words below and ask the child to read them.




down no the in up

		
Did not read any word correctly	Read 2 or less words correctly	Read 3 or more words correctly

Assessment task 2 – Name the objects




Point at the pictures below and ask the child to name the objects.



		
Did not name any object correctly	Named 2 or less objects correctly	Named 3 or more objects correctly

Assessment task 3 – Count syllables

Say the following words and ask children to put a stone for each syllable then count the stones Morning (2), good (1), grandmother (3), animal (3) pig (1).

		
Did not count any syllables correctly	Counted the syllables in 2 or less words correctly	Counted the syllables in 3 or more words correctly

WEEK 8 AND 9 ASSESSMENT TASK RECORD SHEET

Record student performances on the tasks like this:

[illegible]

SONGS LYRICS

1. The alphabet song

A – B – C – D – E – F – G
H – I – J – K – L – M – N
O – P – Q
R – S – T
U – V – W
X – Y – Z

2. The hello song

Hello, hello, hello
Hello, What is your name?
Hello, What is your name?
Hello, hello, hello

Hello, hello, hello
My name is (clap, clap, clap. _)
My name is (clap, clap, clap.. _)
Hello, hello, hello

Hello, hello, hello
Hello, What is your name?
Hello, What is your name?
Hello, hello, hello

Hello, hello, hello
My name is (clap.. _)
My name is (clap.. _)
Nice to meet you (clap, clap, clap.)

3. How are you today?

Hello, how are you?
Hello, how are you?
Hello, how are you?
How are you today?

I am fine, thank you
I am fine, thank you
I am fine, thank you

How are you today?

I am fine, thank you
I am fine, thank you
I am fine, thank you
How are you today?

4. The clothing song

This is my...
This is my dress
This is my...
This is my shorts
This is my...
This is my hat
This is my...
This is my shirt
This is my...
This is my pant
This is my...
This is my trouser
This is my...
This is my shoe

5. The color song

What color is the sky?
It's blue, it's blue, it's blue?
The sky is blue
The sky is blue

What color is the sun?
It's yellow, it's yellow, it's yellow
The sun is yellow
The sky is blue

What color is the grass?
It's green, it's green, it's green
The grass is green
The sun is yellow
The sky is blue

What a color is a tomato
It's red, it's red, it's red
A tomato is red
The grass is green
The sun is yellow
The sky is blue

6. The counting song

THE COUNTING SONG, VERSE I

One.... Two... Three... Four... Five

I can count to five, I can count to five

Six, seven, eight, nine and ten

Let's do it again! Let's do it again!

7. Days of the week

Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday

Seven days can make a week and twenty four
hours a day.

8. Good morning song, good evening song

Good morning, good morning, good morning!

This is a lovely day

Good morning, good morning, good morning!

We love to jump and play

We love to jump and play

Good evening, good evening, good evening,

This was a lovely day,

Good evening, good evening, good evening,

It's time to say good night.

It's time to say good night.

9. Head shoulders knees and toes

Head, shoulders, knees and toes,

Knees and toes.

Head, shoulders, knees and toes,

Knees and toes.

And eyes, and ears, and mouth,

And nose.

Head, shoulders, knees and toes,

Knees and toes

10. The happy song

If you're happy and you know it clap your
hands

If you're happy and you know it clap your
hands

If you're happy and you know it

And you really want to show it

If you're happy and you know it clap your
hands

If you're happy and you know it jump up high

If you're happy and you know it jump up high

If you're happy and you know it

And you really want to show it

If you're happy and you know it jump up high

If you're happy and you know it sing a song

If you're happy and you know it sing a song

If you're happy and you know it

And you really want to show it

If you're happy and you know it sing a song

If you're happy and you know it stomp your feet

If you're happy and you know it stomp your feet

If you're happy and you know it

And you really want to show it

If you're happy and you know it stomp your feet

If you're happy and you know dance around

If you're happy and you know dance around

If you're happy and you know it

And you really want to show it

If you're happy and you know it dance around

11. The rhyming song

Rhyme, rhyme, time

Rhyme, rhyme, time

A word that rhymes with me

A word that rhymes with you

Rhyme, rhyme, time

Rhyme, rhyme, time

Rhyme, rhyme, time

A word that rhymes with cat

A word that rhymes with cat

Sat, cat, fat

12. Short vowel song

Short vowels; letter a makes /a/ like ant

Short vowels; letter e makes /e/ like egg

Short vowels; letter i makes /i/ like it

Short vowels; letter o makes /o/ like on

Short vowels; letter u makes /u/ like up

Short vowels: /a/, /e/, /i/, /o/, /u/

13. The animal song

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a cow

E-I-E-I-O

With a moo, moo here and a moo, moo there

E-I-E-I-O

Old Mugabo had a farm

E-I-E-I-O

And on his farm there was a cat

E-I-E-I-O

With a meow, meow here and a meow, meow there

E-I-E-I-O

Old Mugabo had a farm
E-I-E-I-O
And on his farm there was a dog
E-I-E-I-O
With a ruff, ruff here and a ruff, ruff there
E-I-E-I-O
Old Mugabo had a farm
E-I-E-I-O
And on his farm there was a hen
E-I-E-I-O
With a cluck, cluck here and a cluck, cluck there
E-I-E-I-O

Old Mugabo had a farm
E-I-E-I-O
And on his farm there was a goat
E-I-E-I-O
With a mee, mee here and a mee, mee there
E-I-E-I-O

14. Months of the year

January
February
March
April
May
June
July
August
September
October
November
December

GLOSSARY WORDS

Nice to meet you	- <i>Nishimiye kukumenya</i>	Rhyme	- <i>Injyana</i>
Excuse me	- <i>Mbabarira</i>	Pet	- <i>Utunyamaswa</i>
Repeat	- <i>subiramo</i>	two mu	<i>ru</i>
Thank you	- <i>urakoze</i>	Chant	- <i>Indirimbo</i>
Good night	- <i>uramuke</i>	Trace	- <i>Gushushanya</i>
Hi	- <i>bite</i>		<i>woroheje</i>
Good bye	- <i>Urabeho</i>	Sibling	- <i>abantu uvukana</i>
Please	- <i>Nyihanganira</i>	Gum	- <i>shikaleti</i>
Be quiet	- <i>ceceka</i>	Sum	- <i>Igiteranyo</i>
Raise your hand	- <i>shyira urutoki hejuru</i>	Partner	- <i>umuntu</i>
Here I am	- <i>Ndi hano</i>		<i>mukorana</i>
Present	- <i>ndahari</i>	Spell	- <i>kuvuga inyuguti</i>
Absent	- <i>ntawe uhari</i>		<i>zigize ijambo</i>
Class	- <i>banyeshuri</i>	Hit	- <i>gukubita</i>
Head teacher	- <i>mukuru w'ikigo</i>	Kid	- <i>akana k'ihene</i>
Flag	- <i>ibendera</i>	Lid	- <i>umufuniko</i>
Flash card	- <i>Ikarita isomerwaho</i>	Fit	- <i>gukwira</i>
Letter sound	- <i>ijwi ry'inyuguti</i>	Tub	- <i>ibasi nini</i>
Letter name	- <i>izina ry'inyuguti</i>	Encourage	- <i>shishikariza</i>
Uppercase	- <i>inyuguti inkuru</i>	Enhance	- <i>kuzamura</i>
Lowercase	- <i>inyuguti intoya</i>	Target	- <i>kigambiriwe</i>
Syllable	- <i>umugyemo</i>	Materials	- <i>infasha nyigisho</i>
Classroom	- <i>icyumba k'ishuri</i>	Read – aloud	- <i>inkuru</i>
Work	- <i>akazi</i>	Stretching	<i>zisomerwa abana</i>
Walk	- <i>Gutambuka</i>		- <i>Kurambura/</i>
Draw	- <i>gushushana</i>	Automaticity	<i>Kunanura</i>
Sleep	- <i>kuryama</i>	Fluency	- <i>Gusoma</i>
Sweep	- <i>gukubura</i>		- <i>Neza kandi vuba</i>
Learn	- <i>kwiga</i>		
Like	- <i>gukunda</i>		
Love	- <i>gukunda</i>		
Touch	- <i>gufata</i>		
Left	- <i>Ibumoso</i>		
Right	- <i>Iburyo</i>		
Morning	- <i>mu gitondo</i>		
Afternoon	- <i>Nyuma ya saa sita</i>		
Noon	- <i>Saa sita</i>		
Evening	- <i>mugoroba</i>		
Night	- <i>ijoro</i>		
Grandparents	- <i>ababyeyi ba mama na papa</i>		
Family	- <i>umuryango</i>		
Sight words	- <i>Amagambo y'indatwa</i>		
Circulate	- <i>zenguruka</i>		
Decodable text	- <i>Inkuru abana bisomera</i>		
Guess	- <i>Gutahura</i>		
Pretend	- <i>Gukora nk'aho</i>		
Mime	- <i>wigane</i>		

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